UNIVERSITY OF ALBERTA LIBRARY
0 0000 5727 086

CANADA CLOSE-UP

RRICULUM
FC
57
N27215
1975
For Library
Use Only
CURR

cher's Resource Book

Ex libris
universitatis
albertaensis

QUAECUMQUE VERA

Digitized by the Internet Archive
in 2019 with funding from
University of Alberta Libraries

https://archive.org/details/canadacloseuptea00nath

Teacher's Resource Book

CANADA CLOSE-UP

Authors

Donna Hopper Nathanson
Victoria Village Public School
Toronto, Ontario

Peter Nowell
Glen Park Public School
Toronto, Ontario

Penny Campbell
Cliffwood Public School
Toronto, Ontario

METRIC EDITION

McGRAW-HILL RYERSON LIMITED
Toronto Montreal New York London
Sydney Johannesburg Mexico Panama
Düsseldorf Kuala Lumpur New Delhi São Paulo

TEACHER'S RESOURCE BOOK FOR CANADA CLOSE-UP

Social and Environmental Studies Program

Copyright© McGraw-Hill Ryerson Limited, 1975. All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form, or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of McGraw-Hill Ryerson Limited

ISBN 0-07-077598-2

2 3 4 5 6 7 8 9 SM-75 2 1 0 9 8 7 6

Printed and bound in Canada.

LIBRARY
UNIVERSITY OF ALBERTA

CANADA CLOSE-UP

CANADA CLOSE-UP: ITEMS IN THE PROGRAM

Three Student's Booklets:
- Coast to Coast, ISBN 0-07-077594-X
- Je suis canadien, ISBN 0-07-077595-8
- People of the Plains, ISBN 0-07-077596-6

Audio-Visual Kit, ISBN 0-07-077597-4

Teacher's Resource Book, ISBN 0-07-077598-2

2665009

SOCIAL AND ENVIRONMENTAL STUDIES PROGR

social and
environmental
studies

A Canadian Elementary 1/6
Social Studies Program

The World of Me

Beaver Hill: The Brambles
Beaver Hill: Spookane Estate
Beaver Hill: Travels with Mr. Tremors

Canada Close-Up: Coast to Coast
Canada Close-Up: Je suis canadien
Canada Close-Up: People of the Plains

The World of People: The Global Village
The World of People: The Eastern Hemisphere
The World of People: The Western Hemisphere

GENERAL EDITOR

Benjamin Vass
Coordinator of Geography
Board of Education for the Borough of North York
Ontario

CONSULTANTS

Donna Hopper Nathanson
Victoria Village Public School
Toronto, Ontario

Carole Riddolls
Formerly Primary Consultant
Board of Education for
The Borough of North York, Ontario

Frances McLeod
Formerly Primary Consultant
Ontario County Board of Education
Oshawa, Ontario

Hazel Fletcher
Master, Methods and Social Stu
Toronto Teachers' College
Toronto, Ontario

Diva Frosell Anderson
Rockford Public School
Toronto, Ontario

Liisa North
Assistant Professor
Department of Political Science
York University, Ontario

Juan Maiguashca
Associate Professor
Department of History
York University, Ontario

SERIES EDITOR

Susan Kiil

CONTENTS

What is Social and Environmental Studies? T2

The Social and Environmental Studies Program T3

Evaluating Social and Environmental Studies T8

Introduction to *Canada Close-Up*

The Concepts T10
The Student Booklets T10
The Audio-Visual Kit T10
The Order of Units T12
Concept of Community T12
Metric Measurement T12
Evaluating T12
Preparing for Your Program T15
Conversion of Metric Measurements T25

Coast to Coast

Unit 1 Detectives at Work: Halifax T27
Unit 2 What Is a City?: Toronto T45
Unit 3 Living with Nature: Vancouver T56

Je suis canadien

Unit 4 Gateway to the World: Montreal T75
Unit 5 Je suis canadien: Quebec City T84
Unit 6 The Tree Monsters: Corner Brook T102

People of the Plains

Unit 7 From Dinosaurs to Derricks: The Prairies T113
Unit 8 The End-of-the-Earth People: Colville Lake T126
Unit 9 City on the Grow: Calgary T142

What Is Social and Environmental Studies?

Social and environmental studies is a kind of human ecology in which man's activities, thoughts, and aspirations are explained in terms of the habitat in which he lives. Mankind lives in a variety of cultural groups or societies, whose members interact in various ways within and without their own groups. Furthermore, they interact a great deal with the environment, whether it be man-made or natural. The latter interaction is of great importance, because man has not yet escaped the influence of climate or soil or minerals or land or sea. One of the great problems today is the pollution of the water, the soil, and the air. Therefore, it is becoming increasingly important that we unify the study of society and the environment. It is impossible to understand society or man and his place in society without this kind of coordinated study. We all live in particular places with particular climates, with particular cultures, and with particular needs. Our needs are met by society and by the environment. We cannot escape the physical environment and normally do not wish to do so.

The main difficulty in understanding man and his world is that the subject is so vast. There is too much to study and too much to know. No human mind can comprehend all the facts of all the environments and all the societies around the world. Luckily, it is not necessary to do so; we can still understand the world without having to memorize all the details of all societies in all areas.

The human mind is capable of drawing conclusions from a sampling of facts, to make generalizations, and to discover concepts that are universally applicable. Common characteristics among data lead us to generalizations and to useful hypotheses. So, instead of memorizing masses of data, we look for the significance of data, or the meaning of important collections of information. We are concerned with major theories or guidelines and the word that we use for these main ideas is "concepts." The purpose of a school curriculum is not to add up masses of information but to plan a sequential development of increasingly difficult ideas and concepts, all of which hang together closely like the plot of a good play or story. That is to say, a curriculum grows like a biological creature, by developing in complexity and integration, so that the sequential development of increasingly difficult concepts is a growth in comprehension of the problems and major ideas that animate society and our adjustment to the environment.

Concepts are often easier to state than to understand. Comprehension is achieved only through the prolonged efforts of the child. By exposure to a number of experiences which he can analyse and with which he can experiment, the child may be led towards the formulation of important ideas, concepts, and generalizations. He should work these things out for himself by experimentation, enquiry, and search. Then he will be able to use and apply the ideas to understanding the various parts of the world. A working knowledge of the basic concepts of social and environmental studies is achieved through many opportunities to discover and formulate ideas.

Normally, young people cannot do all this for themselves, without guidance and help in planning. The experiences have to be arranged in some sequence. The ideas derivable from them have to be indicated by careful suggestion, guidance, and exercises provided by the teacher. Children do not necessarily draw conclusions, inferences, or generalizations by themselves. The stimulus of question, debate, and discussion must be initiated by the teacher. When children discuss a controversial issue the teacher should guide them into asking appropriate questions, even if he does not attempt to supply any of the answers.

The conceptual framework of studies has to be worked out in careful detail because the purposes of the study must be very clear indeed. Moreover, the purposes of study must seem to be worthwhile and valuable to young people, not only to the teacher.

The teacher plans the environment, arranges the experiences, and provides the materials and the stimulus. The students do the actual study, investigation, and experiment. Their learning is active and original. They go through the same processes as the great thinkers and researchers. The classroom is therefore a laboratory where simulated field study and enquiry can proceed. It is also a studio where students can try expressing their ideas using various media.

What goes on in the classroom laboratory must be constantly enriched by and related to actual field study and outdoor experiences. These lively activities will not only alert young people to the total ecosystem of human life on the globe, but will enable them to realise how important knowledge of society and the environment is if they wish to orient themselves to a future life of peaceful cooperation and intelligent understanding.

N. V. SCARFE

The Social and Environmental Studies Program

provides a conceptual framework for the child's learning experiences,

Social and environmental study areas and nine basic concepts form the basis for the content selection and the activities for each unit in this program. Factual information and other concepts and skills are considered as vehicles for developing an understanding of the nine basic concepts.

In this program the child learns to transfer his understanding of the basic concepts to new situations and experiences. He learns to relate information globally, communicate graphically, better understand people of our world, interpret and apply new information to pattern development, appreciate the need for the interdependence of man, make intelligent decisions about resource management for the future, develop cultural values and attitudes, become aware of local, national and international relationships, and better understand the forces of change which are shaping the world of the future.

The chart on pages 6 and 7 of this Resource Book outlines the nine basic concepts and the unit content which are developed at each level of the Social and Environmental Studies program.

develops concepts and skills, values and attitudes that are basic to any learning situation,

The program provides the teacher with the opportunity to assess the child's progress and level of development of concepts and skills, values and attitudes which have been developed through his experiences in various study areas.

The child is involved in learning experiences that include a wide variety of cognitive and affective processes. These learning processes or inquiry skills include observing, comparing and contrasting, defining, classifying and categorizing, developing patterns and sequencing, generalizing, predicting and verifying, making decisions, applying concepts and skills to new situations, evaluating.

These learning processes or inquiry skills are dependent on the child's level of social development. He should be encouraged to devolop the necessary skills and behaviour that will enable him to work independently and in groups.

The child's attitude toward himself and others will also develop through his individual and group experiences. In this program, opportunities are provided for the child to identify values and explore value issues. It is intended that he acquire positive attitudes towards himself and others, his environment, other cultures, and the roles of the sexes in society.

presents concepts, skills, and activities at the child's level of understanding,

As the child proceeds through the program, he gradually develops a more sophisticated understanding of each basic concept. The repetition of certain elements of these concepts helps him to assimilate the new level of sophistication which is presented each year.

The other concepts and skills also have a continuous development, each being incorporated at the child's level of readiness and understanding.

The child begins the program by examining himself, his family, and his neighbourhood. Then he goes beyond *The World of Me* to experiences in his own community and other communities of Canada and the world. His first-hand experiences at home and in his community provide the basis for his understanding of other people and other environments.

involves the child (and his community) in a variety of high-interest, inductive activities,

The program has been created by teachers, consultants, and editors whose experience is at the grade level for which they have written. They have developed activities suited to the concept and skill level and interests of the children. Some of the learning strategies they have employed in the units are: individual and group investigations, field studies, audio-visual tutorials, simulation and role-playing, personal interviews, games, large group instruction.

Most activities are related to the child's local area so that he can learn by comparing new ideas and experiences with something familiar and therefore realistic to him. The child sees himself in relation to his own area and the world today. In this way even the study of another country increases his awareness of his own community and country.

Not only is the child involved in his own community, his community also becomes involved with him. It is suggested that the parents and other people in the community participate in and assist with group or class activities.

is interdisciplinary,

In this program the child is primarily involved in learning experiences which are related to social and environmental study areas such as geography, history, sociology, economics, anthropology, archaeology, political science, earth science, biology, ecology, physics.

However, an understanding of people and their environment can only be realistic if the child manipulates and integrates what he has learned in other study areas, including oral and written language, mathematics, art, music, health, and other languages.

The program recognizes that certain language and communication skills are essential to the development of any concepts and form an important part of learning experiences. The entire field of communication in many ways forms the basis to the use of this program.

Mathematical skills are often basic to the implementation of many activities. Some of these are developed within the unit of study; others, it is assumed, have been acquired already by the child. It is also assumed that the teacher will be developing or using SI metric units in the classroom. A conversion table is provided at the end of the Teacher's Resource Book to assist the teacher with the measurements in the student materials which are in SI units.

provides a flexible program.

There is a trend toward a greater recognition of the individual in the learning process and a much greater flexibility in providing for the capabilities and progress of each child. This program has been designed so that teachers may adapt it to their own classroom and individual student needs.

The units may be studied in the order suggested by the authors or in the order which the teacher decides is the most appropriate. A child may work in a group or individually on a unit of his choice or on a unit which the teacher feels will be most beneficial to him or to the class. Within each unit are many optional activities which give the child scope to develop his own interests.

Curriculum guides often suggest concepts and skills, values and attitudes, investigations and activities that are relevant to the educational needs of their province. Many of these can be integrated into the Social and Environmental Studies program. Current topics of interest and importance should also be incorporated into individual and group activities.

THE BASIC CONCEPTS		
	THE WORLD OF ME	BEAV HILL
GRAPHIC COMMUNICATION	Exploring Our School	The Beaver Herald
DEMOGRAPHY	City Neighbourhoods	The Brambles
AREAL DIFFERENTIATION	Farms and Towns	Travels wit Mr. Tremor
GLOBALISM	Animals and Their Environment	Dear Diary
SPATIAL INTERACTION	Suburban Neighbourhoods	An Emergen
RESOURCE MANAGEMENT	People at Work	Plans for a Party
REGIONALISM	Our Neighbourhood	Spookane Estate
CULTURALISM	Me and My Family	A Japanese Festival
CHANGE	Neighbourhoods Change	Yesterday, Today, Tomorrow
	the child the family the neighbourhood →	the community

UNIT CONTENT

NADA SE-UP	THE WORLD OF PEOPLE: THE GLOBAL VILLAGE	THE WORLD OF PEOPLE: THE EASTERN HEMISPHERE	THE WORLD OF PEOPLE: THE WESTERN HEMISPHERE
ives k: x	Your Community	Discovering the Land of the Free: Thailand	Probing the Past: Alton
s a o	Man on the Move: Polynesia	People by the Million: India	An Investigation: People of the Americas
with : uver	Patterns of Places: Chicago	A Hostile Environment: Sicily	A Struggle for Survival: Central America
ay to orld: eal	The Global Village: South America and Australia	The World of People	An Island Is Born Galapagos
s ien: c City	Person to Person: New Zealand	The Promised Land: Israel	Crossroads of the Americas: Caribbean
ree ers: r Brook	People Need People: Sri Lanka	Resource Managers: Japan	Wealth Unlimited? Pacific Coast
Dinosaurs ricks: airies	Towns Built to Order: Thompson and Wolfsburg	Blueprint for a City: Moscow	Land of the Incas: Central Andes
nd-of-the- People: le Lake	Who Are You? Ghana	Portrait of a People: Sweden	A Changing Society: Mexico
y on row: ry	Our Changing World: Pangnirtung	Signs of Change: Kenya	Super City: U.S.A.
lian unities →	world communities →		

Evaluating Social and Environmental Studies

The Social and Environmental Studies program provides the teacher with the opportunity to assess skills and concepts, values and attitudes which have been developed by the child in *other study areas* including oral and written language, mathematics, art, music, health, and other languages. The teacher can observe each child's ability to apply these skills and ideas to the new situations in which the activities of this program involve him. This observation will provide another point of view from that which has been gained through tests and checklists in those study areas.

The development of *social skills, attitudes, and values* in working with other children is an important aspect of the program. If the child is going to make best use of his abilities and time, and learn most effectively, he must be able to work well both independently and cooperatively. Here are some items the teacher may wish to consider when evaluating a child's social competencies:

1. The child's ability to work independently.
   Can he follow instructions?
   Is he able to obtain independently the materials he needs?
   Does he use materials responsibly and creatively?
   Is he able to proceed without interfering with other children's work?
   When he is finished working, is he able to clean up his work area and put away the materials independently?
2. The child's ability to work within a discussion group.
   Does he listen to others when they are talking?
   Does he relate what he says to the topic under discussion?
   Is he able to wait for his turn to talk?
   Does he show respect for other people's ideas?
3. The child's ability to work at an independent activity within a group.
   Does he cooperate with the other children in using the materials (paints, construction materials, chalkboard space, etc.)?
   Is he willing to share and take his turn?
4. The child's ability to work cooperatively on a group project with other children.
   Is he able to choose another child or other children with whom he would like to work?
   Is he able to plan his project with one or more other children and decide what materials are needed?
   Is there a sharing of ideas and talents among the children as the project progresses?
   Is he happy to share the credit when the project is finished?

It should be noted that the ability to work independently with other children is a skill that evolves slowly. Not all children are able to do this at first, and it is most important that the teacher watch for growing readiness on the part of the children. Certain groupings will form spontaneously during the year. It is often best to let cooperative group work begin with pairs of children who work well together and who express the wish to share a joint effort. Groups of three to six or even eight children may evolve later.

A significant aspect of evaluation is the teacher's assessment of his own success in creating an environment which fosters the social development noted above. Problems should be analysed as they arise. They may be solved by reorganization of the class area or the timetable. Closer guidance and simplified instructions may be what is needed.

The development of *inquiry skills* is basic to any learning situation. The teacher must be aware of the child's level and progress in acquiring these skills. In this program the child will demonstrate his competence in these skills orally and through the products or results of the activities. By noting each child's contribution, the teacher can decide how well he is observing, comparing and contrasting, defining, classifying and categorizing, developing patterns and sequencing, generalizing, predicting and verifying, making decisions, applying concepts and skills to new situations, and evaluating.

The understanding of the basic concepts is an internal process. However, the teacher can evaluate the child's conceptual level by assessing the child and his work during each activity and determining the level of his inquiry and social skills and his basic understanding of the content of the unit. The skills are specific to each unit and each level of the program. A guide for evaluation of this level is provided by the authors in the introduction which follows.

The children will benefit from being involved in the evaluation process. They should be given the opportunity to assess their own work, the work of their classmates and their group, and the value of these activities.

A program of continuous evaluation enables the teacher to evaluate himself and his success in presenting the program. This should result in the establishing of realistic goals and evaluation techniques for the class.

Introduction to *Canada Close-up*

The Concepts

It is important for children to organize information in a way that is relevant to them. In Canada Close-Up, the nine basic concepts help children learn information and ideas in an organized way rather than as a series of unrelated facts. Each of the nine concepts provides the opportunity for an in-depth study of one aspect of Canadian life.

The Student Booklets

The three student booklets provide the basis around which the children develop their understandings. The booklets have been designed so that the teacher acts as the guiding influence in developing and organizing the concept as well as taking on the role of a resource person. Each booklet contains three units. Each unit is divided into a series of investigations which stress concept and skill development, information input, student activities, and related activities. The children approach each unit in a way that requires their total involvement and activity.

The booklets, however, are not a rigid prescription for developing a concept. There is no need for the teacher to make use of all the activities. Many are optional and need to be done only if there is sufficient time and interest. The teacher should also note that only a few of the activities are listed in the student booklets. Most of them are described in this Teacher's Resource Book along with detailed instructions for carrying out the program.

The booklets often suggest the number of children to be involved in a certain activity. Each teacher should modify the instructions to satisfy the specific needs of the class.

The amount of time to be spent on each unit is also up to the teacher. Some units may be expanded to provide more in-depth study, while others may require less time and attention.

The Audio-Visual Kit

The Audio-Visual Kit is composed of the following items:

Activity Prints: The Citadel (2 prints)
Halifax Is Growing (2 prints)

Game Prints: 'Cross Canada Contest
The World Game
Ricky Racoon's Reminders
City on the Grow

Filmstrips: Halifax—Yesterday and Today
In Search of Buried Treasure
Native People of Canada

Record Bands: Halifax Begins
In Search of Buried Treasure
Introducing Je suis canadien
City Signs
French Numbers
Months, Days, Colours
Le Bonhomme
À la pêche
Song of the Beasties

Canada (fold-out map)

Mylar sleeve

A variety of audio-visual materials is provided to aid in the development of each unit. Of major importance is a large fold-out map of Canada which can be used throughout the whole year. Pages T15 to T20 of this Resource Book give suggestions for using this map.

The kit is also important for developing Unit 1, *Detectives at Work: Halifax*. The record band, filmstrip, picture sets, and maps are integral parts of this unit. They also provide significant resource materials for the other units.

The filmstrips, with the accompanying captions or narration on the record, develop the major activities of two other units and provide interesting resources to be used by the children when carrying out the suggested discussion and activities. The other items on the record are also important resources for developing the content and concepts of another two units.

Four games are provided, which are closely related to the concepts and content of the unit and are to be used to reinforce these understandings in an enjoyable way. Although a set of rules has been provided for each game, the teacher should feel free to change or modify these to suit the needs of the class. Alternative ways for using the games are given, and it is also suggested that the children go on and create their own games and rules as a follow-up. This will enable the entire class to participate in games at the same time, if the teacher so wishes. The teacher will find that the games will help to foster co-operative work among the children and will encourage them in following a set of rules and developing a sense of fair play.

A mylar sleeve has been provided in the kit in order to protect the maps and games while they are used by the children. The sleeve surface can be drawn on or marked during discussion periods. In order to avoid permanent marring of the mylar surface, use a washable marker or a grease pencil for this purpose. Such markings can be easily removed with a paper tissue or a damp sponge. You may find it convenient also to use clear contact paper to cover games, maps, and any activity cards you may make during the year, in order to keep them clean.

The letters A.V. appear in the left-hand margin in this Resource Book to indicate each place where it is suggested that an item from the Audio-Visual Kit should be used.

The Order of Units

Generally speaking, the units may be introduced in any order the teacher desires. However, Unit 1, *Detectives at Work: Halifax*, introduces concepts and activities which the teacher may wish to begin early in the year. It also helps the children with skills in graphic communication which will be valuable in other units. The teacher may, therefore, find it useful to commence the program with this unit.

Unit 2, *What is a City? Toronto*, helps the children to understand the concept of a city. Because some of the units centre on cities, a knowledge of this concept at an early date may prove useful in later units.

Concept of Community

As the children develop understandings about various parts of Canada, they must also learn about and become more familiar with their own community. Each unit introduces one community or area in Canada. The teacher and the class, however, must provide the information about their own community. The children should be aware of various sources of resource materials close to where they live. Short excursions to the public library, the local newspaper plant, and municipal offices, and visits with old community residents will help the children become aware of local resources.

No attempt has been made to establish the extent of the students' community boundaries. Each area will have its own particular criteria. In many places, the boundaries of the school attendance area will be suitable. Often, however, a whole village, a township, or a section may constitute a community. It is the responsibility of the teacher to help the students define the extent of their community according to their own particular circumstances.

Metric Measurement

The measurements in the textbook are given in SI (metric) units, with the exception of the recipes, where cups, tablespoons, and teaspoons are used. For the convenience of teachers who wish to use standard (Imperial) units, a conversion table is included on pages T25 and T26 of this Resource Book, together with a translation into standard units of each metric measurement in the text.

Evaluating

Evaluating Social and Environmental Studies, pages T8 and T9 of this Resource Book, outlines the basic rationale for evaluation and suggests the various study areas, social skills, values and attitudes, and inquiry skills that can be assessed. The following section provides a method of evaluating the child's level of understanding of the basic concept of each unit.

The basic concept for each unit has been broken down into a number of relatively simple understandings which are presented at the child's level of experience and interest. These *Understandings to Be Developed* are listed in this Resource Book at the start of each investigation and may be used by the teacher as a guide for evaluating each child. The teacher may wish to translate them into various activities which the child should be able to accomplish as a result of having completed each investigation in the unit. How well the child is able to do these things depends on his background and experience, his general ability to express his ideas, and the degree to which he has become involved with the ideas and activities of the Social and Environmental Studies program.

Example:

Unit 1 Detectives at Work: Halifax

(See pages T27, T30, T37, T38, T43 of this Resource Book)

The Basic Concept: Graphic Communication

This introductory unit presents the filmstrip and record, pictures, and maps as important methods of learning. A working knowledge of these means of communication is important in the units which follow.

Investigation I Using Our Eyes and Ears

Understandings to be Developed

Seeing and hearing are two senses important for learning.

The sense of sight is needed to interpret pictures and graphs.

Activities for Evaluation:

The child can see hidden shapes in pictures.

He can say how his eyes help him to learn.

The child communicates through pantomime. He uses his eyes to receive a non-verbal message.

He uses his ears to identify sounds of hidden objects.

He compares the senses of seeing and hearing.

He evaluates the relative importance of seeing and hearing.

Investigation II Machines Help Us Learn

Understandings to be Developed

Certain machines are a way of communicating information.

These machines must be used in the proper way.

A knowledge of the compass helps in the use of maps.

Symbols are used to show features on maps.

A legend shows what the symbols stand for.

Activities for Evaluation:

The child tells how machines help him learn.

He learns the correct use of machines available in the school such as a record player and a filmstrip projector.

He uses a compass to help him find directions in the classroom.

He identifies directions on simple maps of the classroom.

The child makes simple maps of the classroom.

He uses his mapping skills creatively to show changes he would like made in the classroom.

He draws symbols and makes legends to represent features he wants to show on his maps.

Investigation III Learning About Halifax

Understandings to be Developed

You can learn many things about Halifax by looking at pictures and puzzles.

Activities for Evaluation:

The child picks out words related to Halifax from a puzzle.

He examines pictures to find "old and new" features in Halifax.

Investigation IV Detectives at Work

Understandings to be Developed

There are many ways to learn about Halifax.

They include using: a record,
a picture set,
a filmstrip,
maps.

Activities for Evaluation:

The child listens to the record to find out about the history of Halifax.

He classifies what he learns by recording words and pictures on a chart.

He studies photographs of the Citadel and answers related questions.

He examines each frame in the filmstrip about Halifax to learn about the city in the past and present.

He uses map symbols to learn about the growth of Halifax and interesting places in the city today.

He chooses another graphic method to show what he has learned about Halifax.

Investigation V Using Your Eyes and Ears in Your Community

Understandings to be Developed

There are many ways to learn about our community.

Activities for Evaluation:

The child uses such methods and media as pictures, photographs, maps, interviews, and field trips to learn about his own community.

He creates a means of presenting the information to the class, such as a filmstrip, a television report, a play, a taped interview, a newspaper, a diorama, a picture set, charts and graphs.

Preparing for Your Program

There are a number of activities in Canada Close-Up that the teacher will want to develop throughout the year, according to the ability and interests of the class. In order to make best use of the program, they should be initiated early in the school year. For the convenience of the teacher, therefore, these special activities are listed here so that they can be taken into consideration when planning the year's work.

A. Communicating with Other Canadian Communities

The teacher and the class might find it a worthwhile experience to communicate with another Canadian community.

a. This could be done through correspondence with a person or a school with which the teacher has a personal contact.

b. A school twinning program, *Project Canada*, has been set up by the Ministry of Education in Ontario in co-operation with the Department of Education in each other Canadian province and the territories. Its objective is to provide a greater understanding of other communities and people through exchange correspondence, classroom projects, and student exchange visits. Tape recordings, films, video tapes, and short-wave radio can also be used to further communication. If you are interested in finding out more about Project Canada, write or contact:

The Co-ordinator, Project Canada
Educational Exchange and Special Projects Branch
Ministry of Education, Ontario
Mowat Block, 15th Floor
Queen's Park
Toronto, Ontario
M7A 1L5

B. Canada (fold-out map)

1. The map of Canada in the Audio-Visual Kit should be used as an introduction for Canada Close-Up at the very beginning of the year. The following outline may be useful in helping the children to discover basic geographical knowledge about Canada that they will use throughout the school year. In this outline, no formula is set out concerning time. The time spent will be up to each teacher's analysis of the ability and needs of the children in the class.

   Provinces

   a. Give the children a duplicated sheet showing the shape of each of the provinces. Have the children colour each shape a different colour.
   b. Use the Canada map to help the children discover the name of each province by comparing shapes. Have the children print the name of each province on the correct coloured shape.

c. Discuss with the children the shape and size of each province. The following questions may prove useful:
    Which province is
        the largest?
        shaped like a rectangle?
        long and thin?
        the smallest?
        made up of two parts?

d. Use the Canada map to determine the location of each province. After discovering the correct location, have the children paste their provinces on a duplicated outline map of Canada.

e. Discuss the location of each of the provinces that the children have put on their map. Use questions such as the following.
    Which province is
        an island?
        west of New Brunswick?
        on the western border of Alberta?
        on the eastern border of Alberta?
        southernmost on the map?

f. Cover the names of the provinces on the Canada map, using strips of paper and Plastitak. Have the children place name labels on the provinces. This activity could be done by individual children, pairs, or teams, when other work has been completed.

Bodies of Water

a. Have the children note on the Canada map the names of bodies of water. Ask the children to compare oceans, rivers, and lakes and come up with a definition for each.

b. Using the Canada map, have the children find
    three oceans,
    six lakes,
    six rivers.

c. Have the children write the name of each body of water on coloured paper. Have them then cut out the names and paste each in the appropriate place on an outline map of Canada.

Cities and Other Communities

a. Encourage the children to use the Canada map to find the name of one place in each province and territory. Tell them to choose places that they think they know something about. After writing the place names on a separate piece of paper, have them paste each one on their duplicated outline map in the correct locations.

b. Have the children examine the legend to find out the meaning of the different symbols for the cities and other communities. This could lead to a discussion about how we are governed. It is also an opportunity to introduce the territories of Canada and to explain that they are governed by the Government of Canada. The seat of government of Yukon Territory is Whitehorse and that of the Northwest Territories is Yellowknife.

Other Activities

Activities using a map of Canada were introduced in the level 2 of the Social and Environmental Studies program, Beaver Hill. These activities could be reviewed here to help reinforce the children's knowledge of Canada. The following ideas are reproduced from pages T128 to T130 of the Teacher's Resource Book for Beaver Hill.

1. Make several cardboard cut-outs of a small map of Canada which the children can hold in their hands to feel the shape. Include the Great Lakes. Colour water blue. Pass out the cut-outs of Canada without telling what they are. Encourage the children to tell you what each part of the shape looks like. Discuss the various features— the "dip" of a large bay in the middle, the large lakes at the bottom, etc. Have the children discover where this shape appears on the map of the world. Name the shape.

2. Place in front of the class a large political wall map of Canada. On strips of cardboard, make labels of the following places to mount on this map in the activities that follow: all provinces, two territories, your community, Ottawa, provincial and territorial capitals, Atlantic Ocean, Pacific Ocean. Have a large map of the world mounted in the classroom. Place about the room various other maps, globes, atlases, and stencilled maps of Canada.
   a. Discuss what a country is. List on the board the various ideas presented by the children. (A portion of land, people make up a country, part of a continent, many communities, etc.) Have the children name other countries.
   b. Using the globe, assist the children in finding Canada. Discuss how knowing the shape of the country makes it easier to locate it on a large map. Have the children find Canada in an atlas. Mark the two oceans on the wall map with cardboard labels.
   c. Using the materials displayed around the room, conduct the children on a Canada Hunt. Place each of these materials at a different station in the room and letter the series of stations alphabetically. The child must visit each station, find Canada, and note its location on his checklist of the stations. If it is in an atlas, he should note the page number. Stick numbered flags in Plastitak and place on globes and maps. The child should note on his checklist the number of the flag that shows the location of Canada.
   d. Examine the wall map of Canada again. Mark on labels to show north, south, east, and west. Have the children discover that Canada is made up of large areas. What are these called? Discuss what a province is. Make a list of all the provinces the children can find on the map. Find your own province. Using a cardboard label, mark the name on the map so that it clearly shows. Place cardboard labels on the remaining provinces on the map. In order to say the provincial names properly, make a simple pronunciation guide for each word. Break the name into beats and have the children clap out the word.
   e. Discuss the meaning of "territory." "How is a territory different from a province?" Assist the children in finding the two Canadian territories. Mark each with a cardboard label.
   f. "What is a capital city?" Discuss why it is important. Find Ottawa on the map. Discuss why its location is good or poor. Mark Ottawa on the wall map with a cardboard label. Mark on the wall map the

places mentioned in earlier units. Locate your own community and label it. Have the children discover that each province and territory has a capital and discuss its location. Label the capital cities.

3. On the pavement in the playground, paint an outline map of Canada showing the provincial and territorial boundaries. Each child takes a turn hopping from province to province, calling out the names as he goes. The first one to finish hopping through all the provinces without missing any names is the winner. Later, the children could call out capitals instead of provinces. Many variations of this Canada Hop game can be designed to meet the needs of the class.

4. A Canada Centre can be set up on a table in the classroom where activities which will reinforce the terms learned in this investigation can be displayed and used throughout the unit. Parents are often pleased to assist in the making of activities if given materials and guidance. Here are some ideas.
   a. Draw a simple map of Canada on a piece of bristol board. Mark on the provincial and territorial boundaries. Cut the map into large pieces to form a jigsaw puzzle. For an easy puzzle, cut the map into eight or ten equal squares. For a more difficult one, cut it into smaller pieces of various shapes.
   b. Make up riddles for the children to solve.
   Example: I am a province with four straight sides. I am west of Manitoba. What am I?
   c. Make up stencilled outline maps of Canada with the provinces and territories marked. Mount these on cardboard. Print an activity below each. Cover with clear contact paper or acetate. The children can colour or write on the cards with a water-base marker and wipe off the card when their activity has been checked, so that it can be used again. A sampling of activities follows.
      i. "Colour the province of Quebec blue. Colour red all provinces east of Quebec. Name the red provinces."
      ii. "Colour Nova Scotia green, British Columbia red, Ontario black, and Newfoundland blue."
      iii. "Colour red the province which is closest to the Pacific Ocean. Name it below. Colour blue the province which is farthest east. Name it."
      iv. (On the activity card, you could have certain areas coloured. The child then names the areas.) "Print the name of the province beside the correct colour."
   d. Make activity cards with no maps on them. The child reads the directions and prints the answers on the card with a marker.
      i. "List the provinces west of Manitoba."
         1)
         2)
         3)
      ii. "Beside each province, print its capital city."
         1) Ontario ______________________________
         2) Prince Edward Island ______________________________
         3) Alberta ______________________________
      iii. "Match the provinces and capitals. Join the province to the correct capital with a ruled line."
         Quebec
         British Columbia
         Manitoba
         Victoria
         Winnipeg
         Quebec City

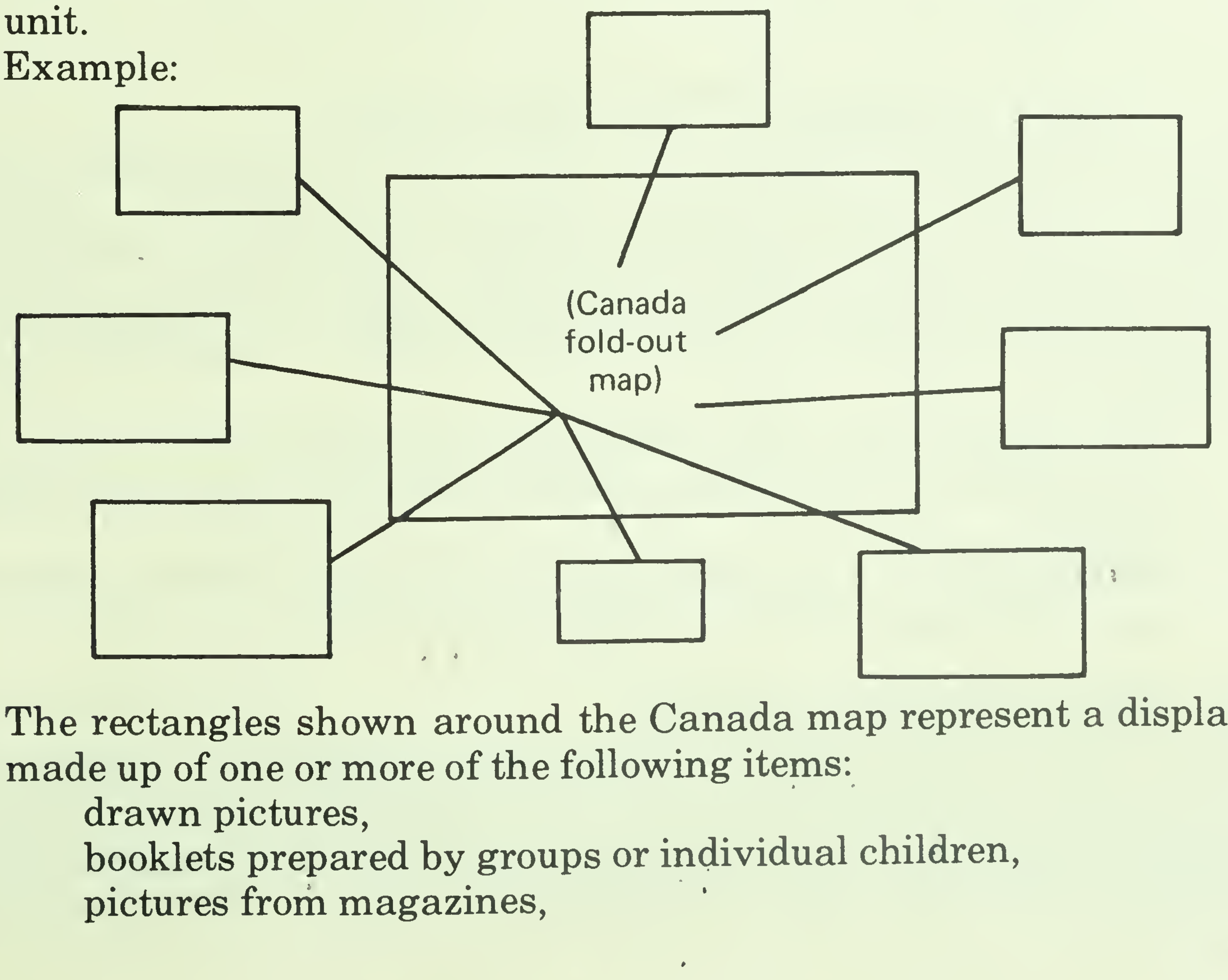
iv. (Have a small shape of one province drawn and coloured on the card.)
   1) “Name this province.” ______________________
   2) “The capital city is ______________________.”
   3) “The province to the west is ______________________.”

e. Print each letter of a provincial name on a small square of bristol board, and put the squares in an envelope. The child sorts the letters and unscrambles the name of the province. Two players could have a race to unscramble the name first.

Q U E B E C

5. Play a game of Twenty Questions. Have one child select a place in Canada. The rest of the class must try to guess the place by asking no more than twenty questions. Encourage the children to use their directions when questioning.
   Example: “Is it west of Ontario?”
   “Is it north of Saskatchewan?”
   “Is it near the Atlantic Ocean?”
   The one who guesses correctly chooses the next place.
6. On the chalkboard draw a map of Canada showing the provinces and territories. In the middle of each, write a number to show a certain number of points. Use a piece of magnetic tape as a “dart.” The child throws the dart at the map. In order to win the points in the province where the dart fell, he must correctly name that province. The player with the most points wins.

2. The Canada map that is included in the Audio-Visual Kit forms an integral part of Canada Close-Up. It is suggested that this map be used to aid in the development and understanding of *each unit.*
   a. It could be used as the core of a display that changes with each unit.
   Example:



The rectangles shown around the Canada map represent a display made up of one or more of the following items:
drawn pictures,
booklets prepared by groups or individual children,
pictures from magazines,

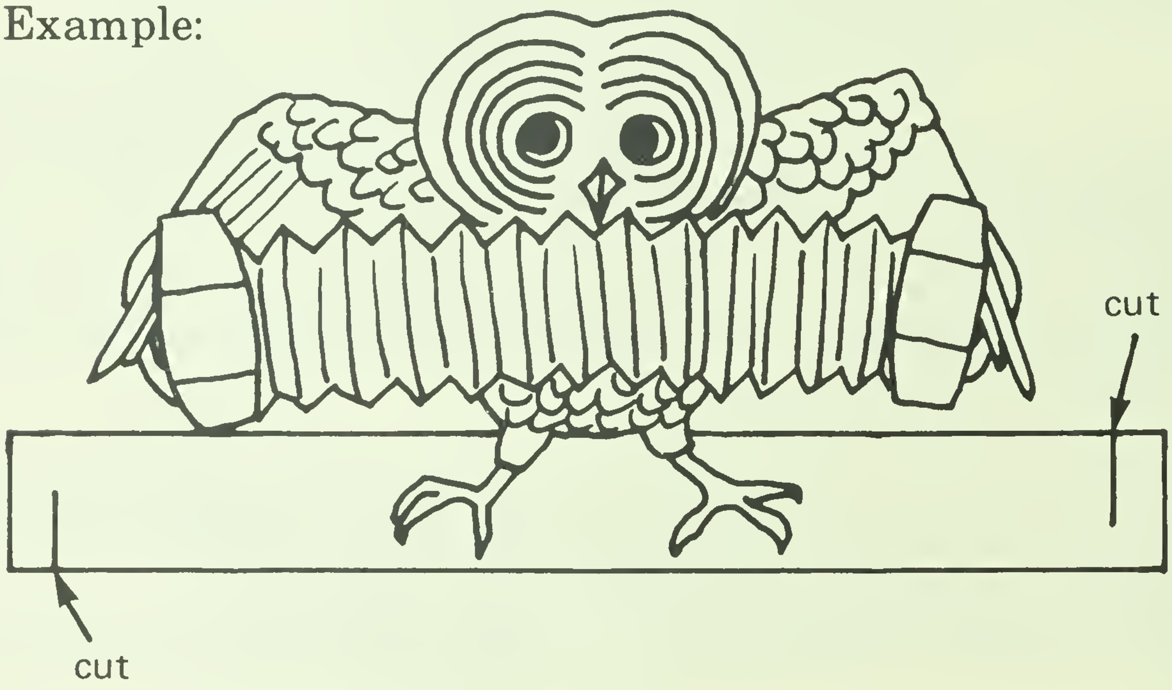
photographs,
pamphlets,
postcards.

Strings can be used to join the display items to the location of the part of Canada being studied. This will help the children remember its position on the map.

b. The Canada map could also be used for some units as the basis for a three-dimensional display. Place the map on a large table and add appropriate models of natural features, vegetation, products, buildings, or some of the characters used in the stories. Stand-up models of the story characters could be made the same way as in the game Ricky Racoon's Reminders in the Audio-Visual Kit, with a strip of light cardboard at the base bent into a circle with its ends held together by fitting two slots into each other.

These cardboard models could be used for games or creative play on the Canada map.

Example:



A.V. C. 'Cross Canada Contest (game print)

This game in the Audio-Visual Kit provides an introduction to the location of cities and other features in Canada. See instructions on the back of the game print. While playing the game the children learn how to use a grid pattern, a skill that will be useful later when they use an atlas to locate places. They will also gain experience in using a legend and compass directions.

a. The children will enjoy developing variations of the game. This should lead to other games, made by the children, using maps of Canada.
b. The children can compare the grid on the game with the grids on city maps, wall maps, and atlas maps.

D. Other Mapping Skills

Some of the children will have considerable background in mapping skills if they have used the Social and Environmental Studies program for Level One and Level Two. Listed below are a series of mapping activities ranging from very simple to complex. The teacher should choose those which are suitable for the children. Note that a number of other mapping exercises are included in the Teacher's Resource Book and the ones shown here are intended to provide further practice or a review of skills where the teacher finds it necessary.

The teacher should focus mainly on developing an understanding of colour and shape symbols, legends, and points of the compass.

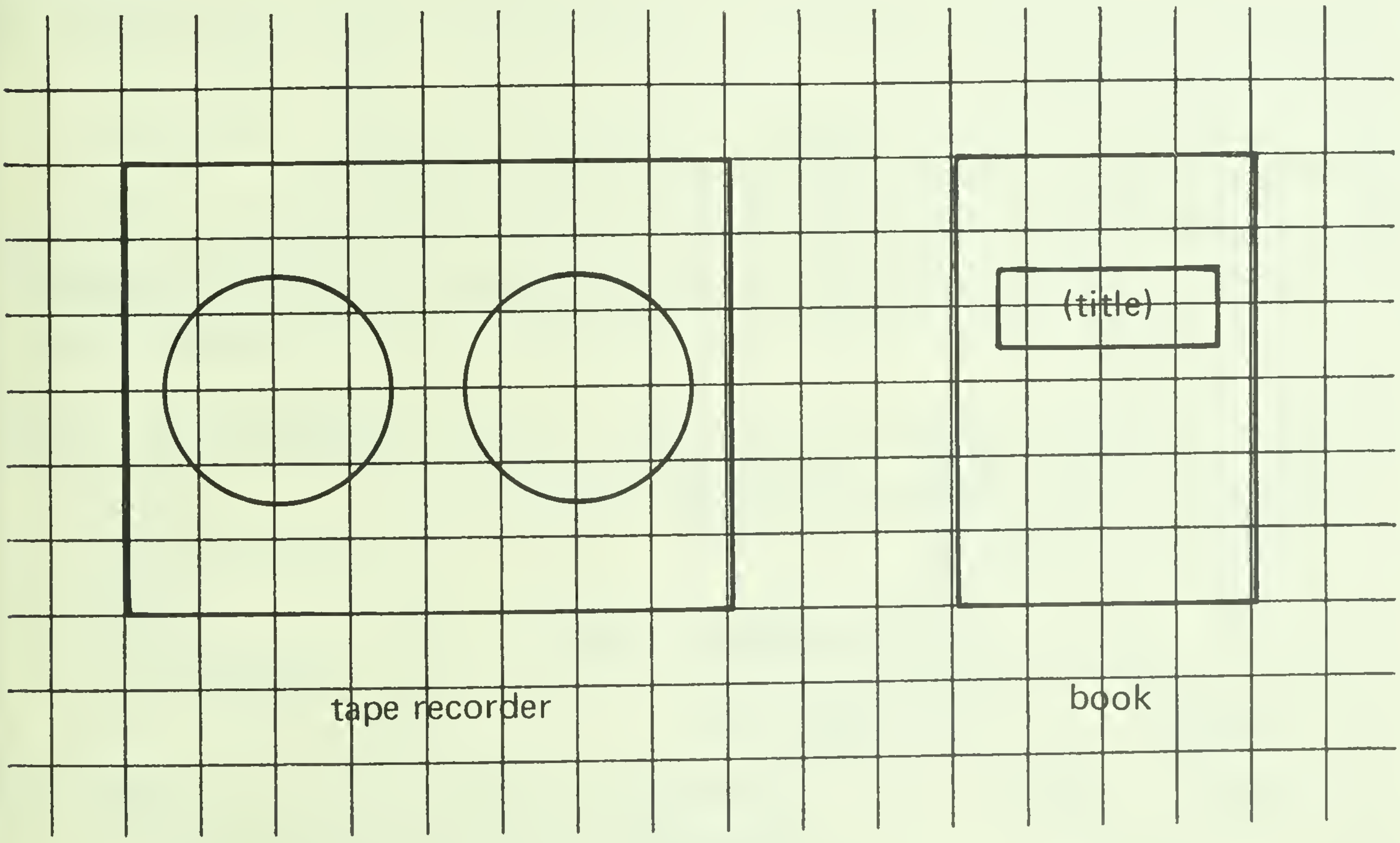
Scale

The topic of scale can be very difficult for young children, especially if it is shown in a fractional form, for example, $\frac{1}{100\,000}$. It is more easily understood if it is stated that 1 centimetre on the map represents 1 kilometre on the earth. (Do not say 1 centimetre = 1 kilometre.) If practical experience is desired, have the children map small objects in the classroom where the scale is obvious. For example, map the following items to scale:

the top of the record player,
the front cover of a book,
a cassette tape recorder,
a reel-to-reel tape recorder,
various sizes of construction paper.

Give the children graph paper to work on, as this will simplify the measuring process. At first the children could use 1 centimetre on the map to represent 2 centimetres on the item being mapped, then 1 centimetre on the map could represent 4 centimetres. Have the children note the differences in size obtained with these two scales. Then, have them compare both of these with the size of the original object mapped.

Examples:



Legend and Direction

The following are suggested topics that the teacher can use to reinforce skills in using colour, symbols, direction, and legends.

a. Use skipping ropes or hoola hoops to focus the attention of the children on a small area of the ground. Place a hoop on a grassy or paved area outside and have the children describe what they see in the circle. (If a rope is used, it can form either a circle or a rectangle.) In a grassy area, the children might see various plants as well as grass, ants or other insects, holes in the earth caused by ants or other creatures. A paved area could also be used for comparison. The children will find that some older pavement has numerous cracks which allow small plants to grow. Have the children decide on appropriate symbols for the things they wish to show on their maps of this "mini-area." Each child could place his own hoop or rope on his own piece of ground and then make a simple map of what he sees. The children could make legends to show what their symbols represent and draw the points of the compass to show directions on their maps.

b. A large outdoor area may be used for simple mapping activities. An area such as a park, plaza, or backyard gives the children the opportunity to develop simple symbols for prominent features and buildings. Both colour and shape could be used to design suitable symbols for the maps and these should be noted on a legend on the map. Direction could also be shown.

c. A room inside the child's home or another building could be used for remodelling activities. The child could make a map of the room as it exists and then make a second map showing changes he would like to see. A three-dimensional model could be made by using a cardboard box for the room. Miniature furniture, curtains, and floor coverings could also be made from scraps of cardboard, cloth, coloured paper, and other materials. The children find this particularly exciting if they are designing a new model bedroom for themselves.

d. These mapping skills are further developed on pages T34 to T36 of this Resource Book.

E. Recording Change Throughout the Year

Have the children begin keeping records of changes in themselves, the community, the weather, and any other topics you would like to include. These records will be used in Unit 9 (see page T142 of this Resource Book).

1. *Personal Change*
   a. Start a personal chart for each child. "Draw a picture of how you look today—your clothes, shoes, hair-do, etc."
   b. On the board, print:

I am _____ centimetres tall.
I weigh _____ kilograms.
I wear size _____ shoes.
I wear size _____ clothes.

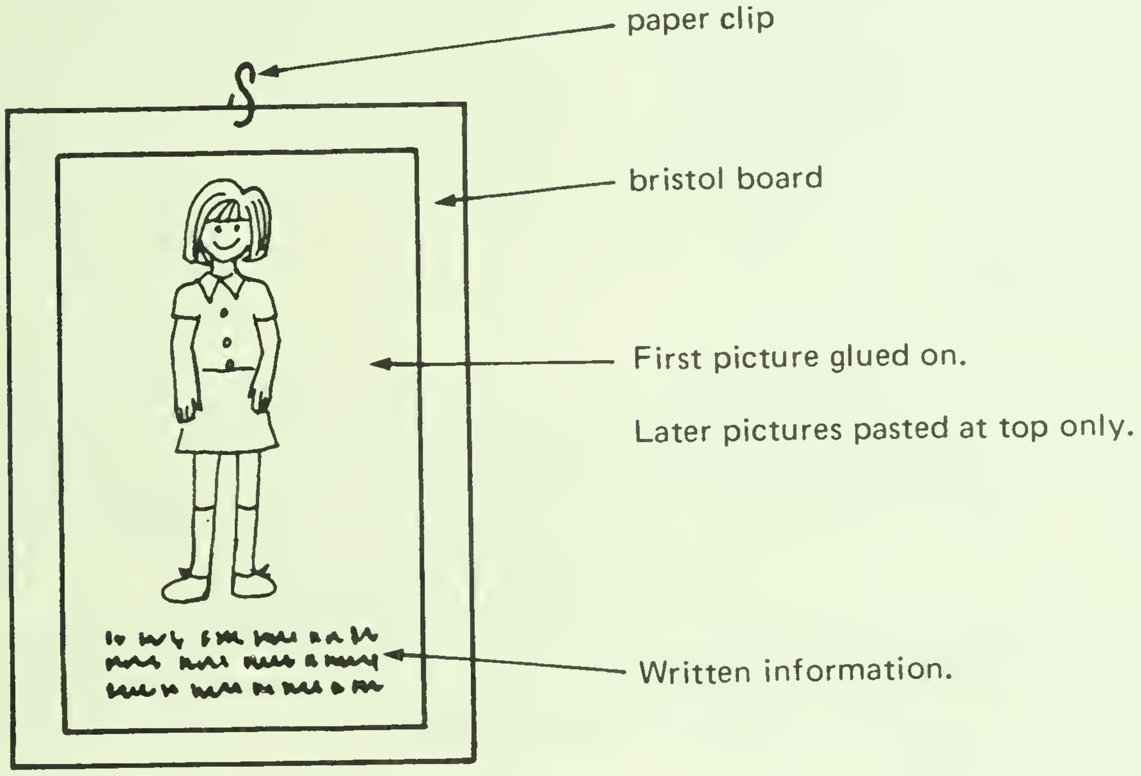
Other information may also be recorded, such as address, telephone number, birthday.

   c. When the children have completed their pictures, have them choose a partner to help them fill in the information needed for the sentences above. These sentences can be printed under their pictures.

d. Have the children make a new self-portrait every two or three months. Have them compare their new drawing and information with the ones they did previously.

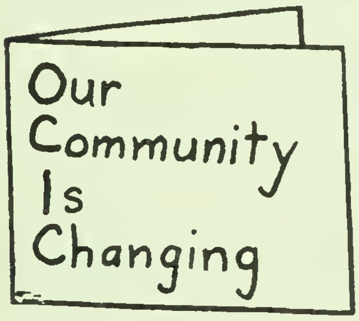
e. You could give each child a large personal envelope for storing the self-portraits.

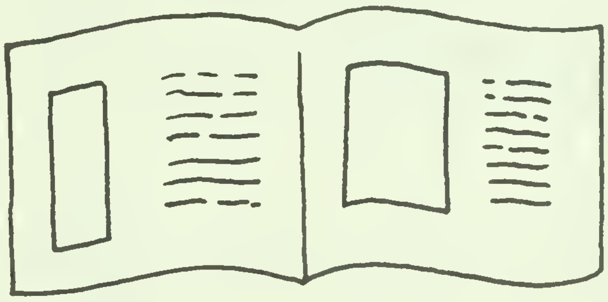
f. As an alternative, mount the pictures on bristol board. The charts could be hung on nails or on a wire between two nails under the chalkboard ledge.



2. *Changes in the Community*

Talk about planned changes for your community or a nearby town or city. Often plans for new buildings, roads, etc. are shown in the local newspaper. Have the children watch for them and bring them in to show to the other children. These planned changes could be pasted into a scrapbook or kept in a special place and added to. As buildings are completed, a special mark could be placed beside its picture in the scrapbook.



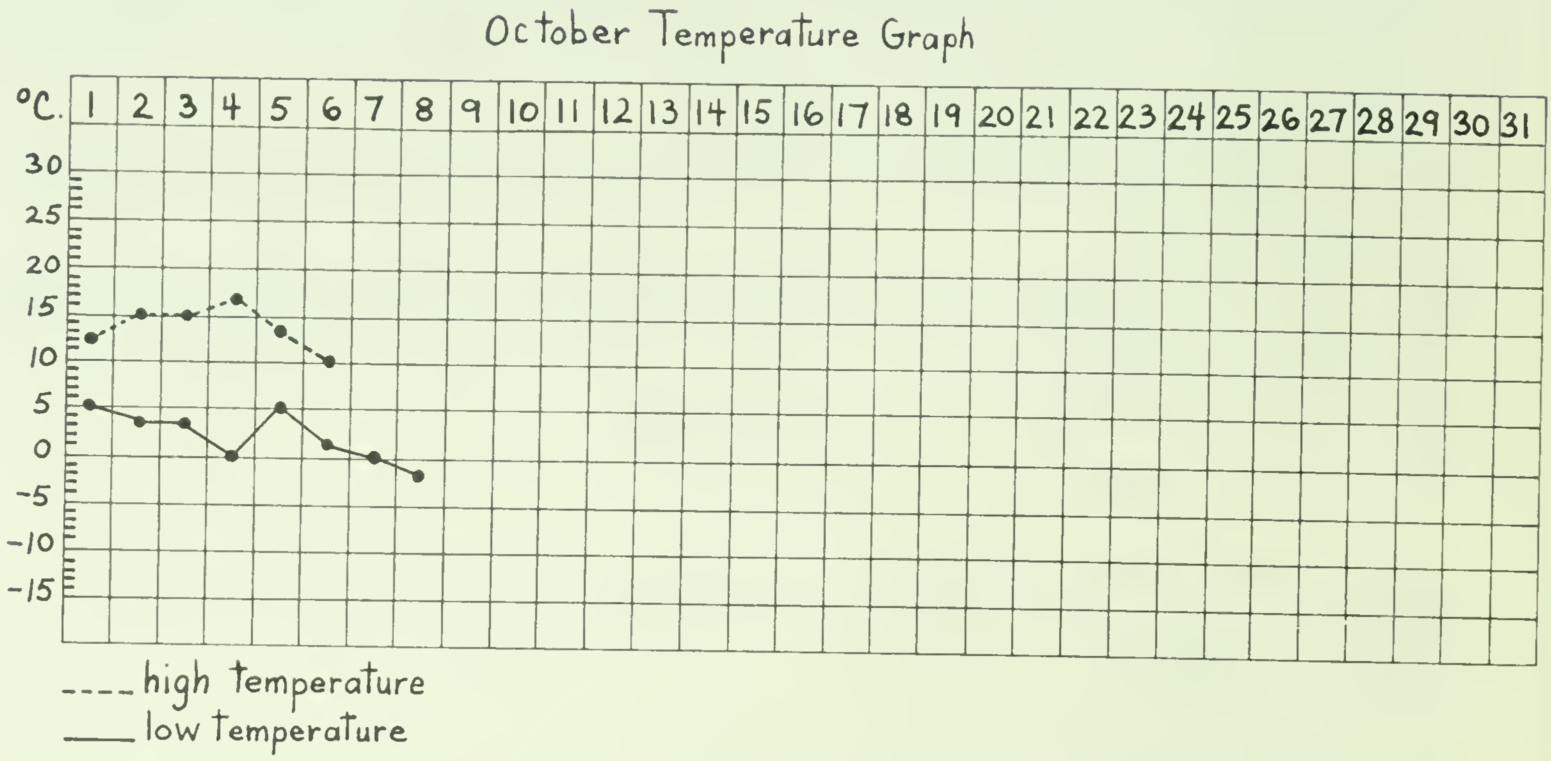


3. *Weather in the Community*

a. Graphing Temperature Changes

Listen to the weather forecast each day. Usually a full report is given hourly from a local radio station. Have the children record the high temperature for each day, using red dots and lines. The low temperature for each day could also be recorded, using blue dots and lines. You may wish to omit temperatures on weekends or holidays.

Example:

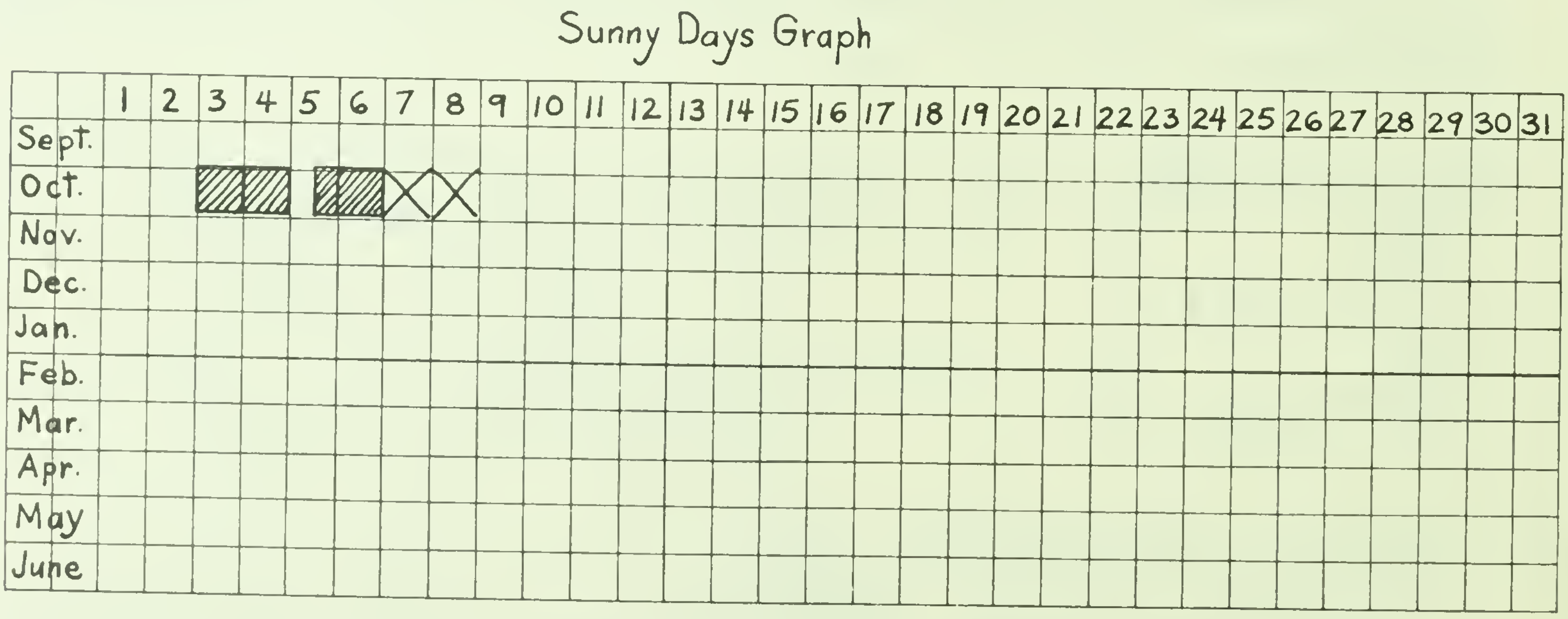


Have the children evaluate the graph at the end of each month. For example: "On which day was the highest temperature recorded? How many days had highs below freezing or lows below freezing? On which day was the lowest temperature recorded?" If you keep a temperature graph for each month, have the children compare one month with another. For example: "which month, September or October, had the most days with temperatures above or below 10°C?"

b. Sunny Days Graph

The children may enjoy keeping track of the number of sunny days in each month. They will have to decide how long the sun must shine in a day before it can be considered a "sunny" day. Perhaps you will want them to count half-days (half a block) or quarter-days (one-quarter of a block) of sun.

Example:



Weekends and holidays may be omitted, but should be X'd out so that they will not be counted as cloudy days. Have the children evaluate the graph. For example:

"Which month had the most sunny days?
Which month had the fewest sunny days?"

Conversion of Metric Measurements

Conversion Table

Standard Unit	*SI Unit*
Length	
1 inch (in)	2.54 centimetres (cm)
1 inch (in)	25.4 millimetres (mm)
0.393 inches (in)	1 centimetre (cm)
0.039 inches (in)	1 millimetre (mm)
1 foot (ft)	0.304 metre (m)
1 foot (ft)	30.48 centimetres (cm)
3.28 feet (ft)	1 metre (m)
0.032 feet (ft)	1 centimetre (cm)
1 yard (yd)	0.914 metre (m)
1.093 yards (yd)	1 metre (m)
1 mile	1.609 kilometres (km)
0.621 mile	1 kilometre (km)
Area	
1 square mile (mile^2)	2.589 square kilometres (km^2)
0.386 square mile	1 square kilometre (km^2)
1 acre	0.404 hectares (ha)
2.471 acres	1 hectare (ha)
Capacity	
1 Imperial gallon (gal)	4.546 litres (l)
0.219 Imperial gallon	1 litre (l)
Mass	
1 ounce (oz)	28.349 grams (g)
0.035 ounce (oz)	1 gram (g)
1 pound (lb)	0.453 kilogram (kg)
2.204 pounds (lb)	1 kilogram (kg)
1 (short) ton (2000 lb)	907.18 kilograms (kg) 0.907 tonnes (t)
2204.6 pounds (lb)	1 tonne (t)
Time	
1 a.m.	01:00
1:30 a.m.	01:30
12 noon	12:00
1 p.m.	13:00
1:30 p.m.	13:30
12 midnight	24:00
Velocity	
1 mile per hour (m.p.h.)	1.609 kilometres per hour (km/h)
0.621 m.p.h.	1 km/h

Temperature	
Fahrenheit temperature reading.	Subtract 32; multiply remainder by 5/9ths to get equivalent in Celsius degrees.
Multiply by 9/5ths; then add 32 to get equivalent in Fahrenheit degrees.	Celsius temperature reading.

In accordance with SI (Système International) practice, four-digit figures contain neither punctuation nor space between digits. (Where a figure has more than four digits before or after the decimal point, the digits are grouped in sets of three from the decimal point. These sets of three digits are separated by a space, *not* a comma.)

Standard Unit Equivalents of Metric Measurements in the Student's Booklets

Coast to Coast

page 46

He is 6 feet tall.

page 58

Boats could travel up the Fraser about 90 miles.
Sometimes the paths were only a yard wide.

page 61

The bridge was 295 feet long.

Je suis canadien

page 19

It is 284°F.

People of the Plains

page 8

It was more than three and a quarter miles thick!

page 35

One husky can eat as much as 4½ pounds of fish a day.

page 38

Sometimes the temperature might reach 75°F to 84°F.

page 64

The Husky Tower is 613 feet high.

page 68

Meet Dinny, a 31-foot-high model of a Brontosaurus.

UNIT 1 DETECTIVES AT WORK HALIFAX

The Basic Concept: Graphic Communication

Graphic communication is the method of presenting data and other information in a visual form. This includes globes, maps, photographs, diagrams, charts, graphs, models, films, and all other related forms. The student learns to read and interpret these graphics and then to compose and think in graphic terms. This method of communication develops skills of selecting, classifying, and organizing various types of information and increases the student's awareness of the world in which he lives.

This introductory unit presents the filmstrip and record, pictures, and maps as important methods of learning. A working knowledge of these means of communication is important in the units that follow.

The Unit Content

This unit first examines seeing and hearing as important senses. The children discover a variety of machines that communicate ideas or information to them. Finally, through a series of small group discoveries, the children learn the value of using filmstrips, records, pictures, and maps to better understand Halifax. These and other means of communication are used in a study of their own community.

Investigation I Using Our Eyes and Ears

Understandings to be Developed

Seeing and hearing are two senses important for learning.

The sense of sight is needed to interpret pictures, graphs, and maps.

Contents

Detectives at Work, pages 6 to 9

Suggested Discussion and Activities

Learning with Your Eyes (pages 6 to 8)

1. Introduce the pictures on pages 6 and 7 to the children.
   "See if you can find a person (somewhere) on the building."
   "Find a fish in the next picture."
   Make certain everyone has found at least one person and one fish before having them complete the activity.
   When they are finished, have a class discussion.
   "What sense were you using to get each answer?"

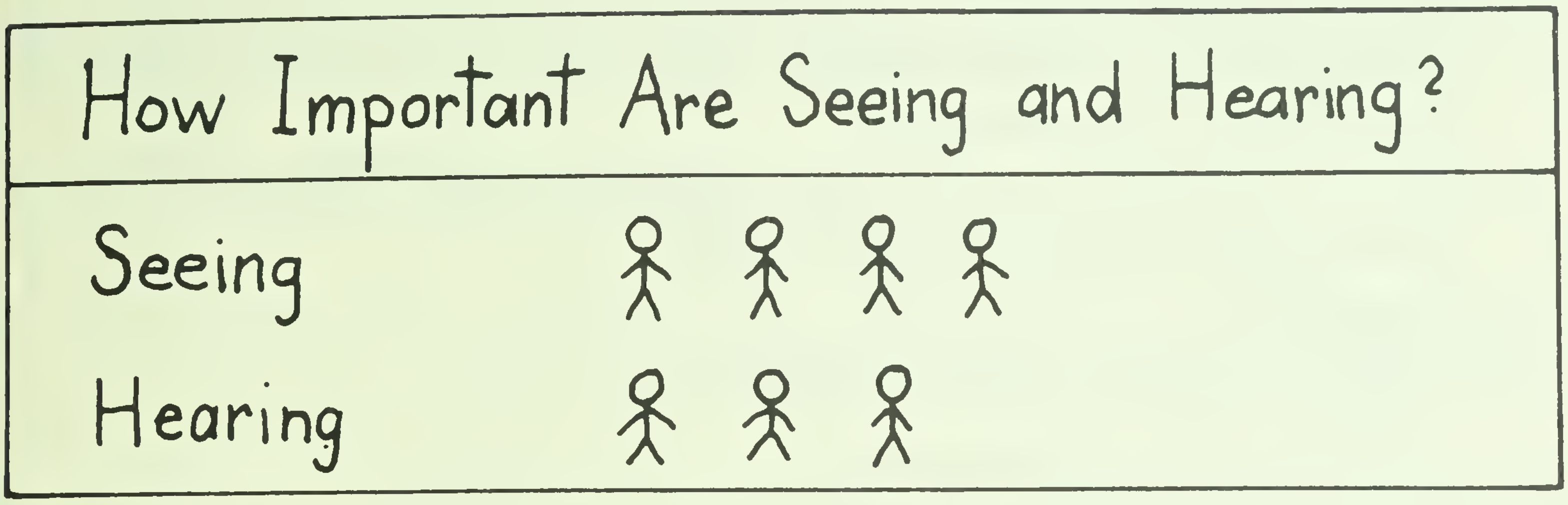
2. Initiate a discussion about our eyes.
   "How do our eyes help us?"
   "What do we learn with our eyes?"
   "How should we care for our eyes?"
3. For Activity 1, on page 8, explain that a play without words is called a pantomime. Stress the fact that they must put a lot of expression into their eyes and actions in order to convey ideas. Have the class suggest some topics they could use in pantomimes about their eyes. They might like to try some of the following:
   walking through a blinding blizzard, rainstorm, or windstorm,
   getting grapefruit juice in the eye,
   looking for a speck of dirt in someone else's eye,
   being blind,
   having X-ray vision,
   looking for something they have lost.
4. Have each child complete the next two activities on page 8.

Fool Your Friends (page 9)

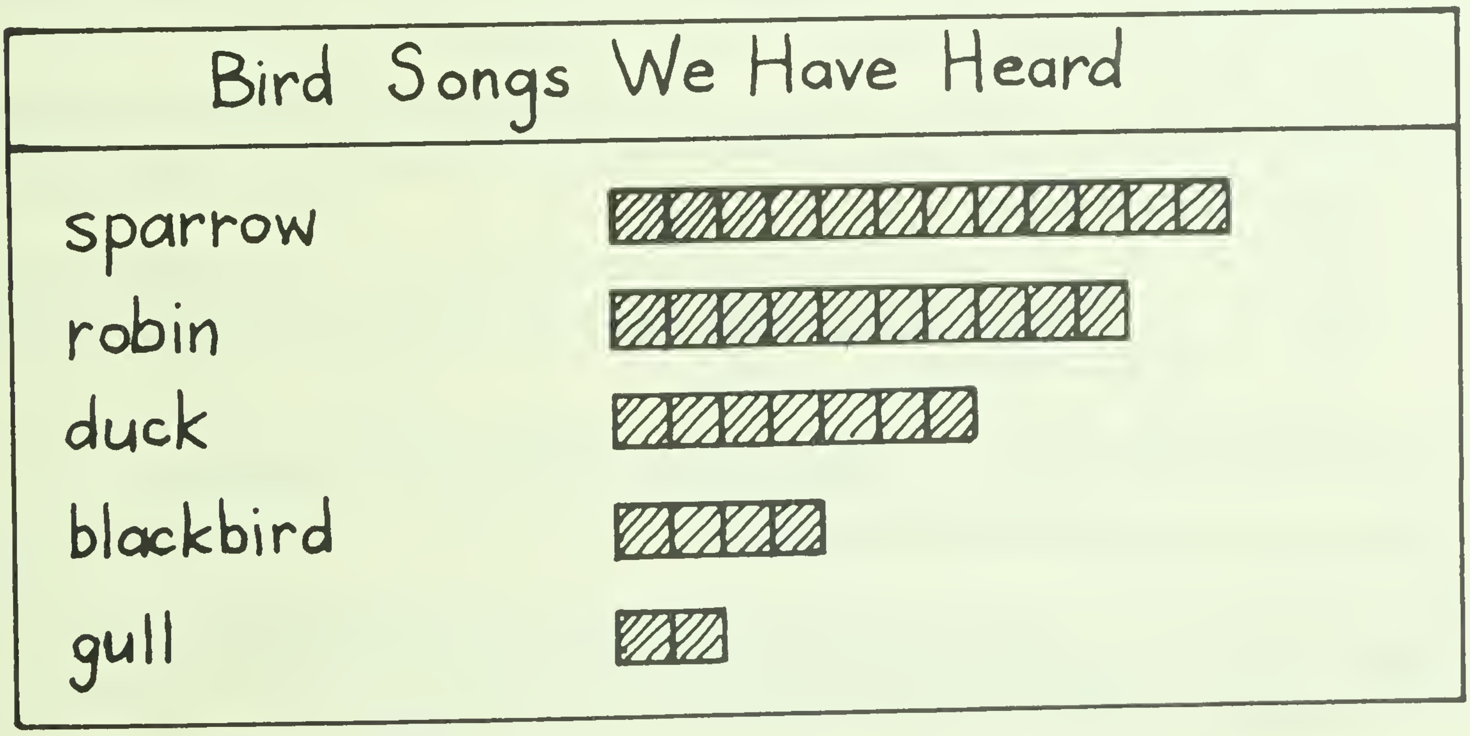
Learning with Your Ears (page 9)

1. Have the children read about the game, *Fool Your Friends*, the day before you plan to use this activity.
   Encourage each child to bring in something that makes an unusual sound. The following may serve as useful suggestions:
   key chain,
   whistle,
   mechanical toy car,
   ball, such as ping-pong ball,
   toy typewriter,
   plastic fork and spoons.
   Choose a leader from the class to act as referee. Have this child choose the first person who will sound his object and try to "fool his friends." Have the children guess what object was used. The one who guesses the object correctly can then sound his object. Repeat this procedure until everyone has had a turn. This may require more than one session.
2. Have a class discussion. Try to draw similarities and differences between the senses of sight and sound. The following questions might be used to introduce this discussion:
   "What sense were you using to guess the sound of each object?"
   "What can we learn with our ears?"
   "How are we able to hear?" (See Related Activity 1, page T30 of this Resource Book.)
   "What special care must we take of our ears?"
3. For Activity 1, *Learning With Your Ears*, organize a discussion so the children can decide which sense is the more valuable, seeing or hearing. Show the class how to record the results of the discussion in a graphic way. Have them make a picture graph that shows how many

chose seeing and how many chose hearing as the more important sense.
Example:



4. When interviewing teachers and parents to find out what they think is their more important sense (Activity 2, *Learning with Your Ears*), each student could record his or her findings on a separate graph like the one shown above. These graphs could be combined into one large class graph for comparison with the original class graph showing the choices of the children.
5. Encourage the children to make graphs of other things they can learn by seeing or hearing, for example, animal sounds or bird songs they have heard, kinds of trees. A bar graph could be made this time by using gummed squares placed right beside each other instead of using separate pictures as in the picture graph above.
Example:



6. When the children have completed the above activities, discuss the roles that seeing and hearing played in helping them do the activities. For example, they used their sense of hearing when interviewing and their sense of sight when making and interpreting graphs.

Related Activities

1. Some children may enjoy learning in more detail how we see and hear. Most public libraries have numerous books on the eyes and ears. Encourage the children to make booklets presenting simple diagrams and explanations. Their findings could be shared with the rest of the class during a reporting time.
2. Give the children an opportunity to use their senses outdoors. Set up a Mystery Hunt through the school yard.

   Examples:
   a. "Find something round and orange."
   b. "What sound do you hear near the gym?"
   c. "Find a red object that moves."
3. Encourage the children to create their own hidden object pictures to aid in size, colour, and shape discrimination. To help them with this activity, have the children look back to the pictures on pages 6 and 7 of the booklet.
4. Some children may enjoy writing a story called "My Most Important Sense." This may be a valuable time to invite a blind person to come to speak to the children. Encourage the children to present their stories to the class.
5. Use records and pictures to illustrate the communication of emotions and ideas. This activity will also increase the children's appreciation of art and music.
6. There are numerous records available that have sound stories where noises, not words, are used to tell a story. After listening to the record, have the children act out or draw what they thought the sounds told. They may also want to create and record their own sound stories for the class to interpret.
7. The children could play games to identify items by using the senses of taste, touch, and smell. They should discuss each sense and its importance to them.
8. Blindfold one of the children and have him find his way to a specific point in the classroom. Ask him what senses he used to find his way. Did he use his memory?

Investigation II Machines Help Us Learn

Understandings to be Developed

Certain machines are a way of communicating information.
These machines must be used in the proper way.
A knowledge of the compass helps in the use of maps.

Contents

Detectives at Work, pages 10 and 11
A.V. Canada (fold-out map)

Suggested Discussion and Activities

Using Nature to Learn (page 10)

1. Initiate a discussion on how pioneers and Indians could communicate over long distances. Examples: the pony express, smoke signals, and drums.
   List the suggestions on the board.
   Discuss these with the children.
2. a. Have the children read page 10, "Using Nature to Learn."
   b. Discuss other situations where sight and/or sound greatly helps people and animals. For example, a hawk's ability to see its prey from a great height.
   c. Use the following questions and activities to show how the sun can help tell directions and the time of day:
      Where does the sun rise? Where does it set?
      Observe daily where the sun is at 08:00, 10:00, 12:00, 14:00, etc.
      Have the children observe the size of their own shadows at different times of the day. Record the results. "When was your shadow the longest? The shortest?"
      Some children may be interested in examining a sundial and placing it where they can observe it at specific times during the day.

Using Machines to Learn (pages 10 and 11)

1. Discuss the different types of machines in the photographs on pages 10 and 11.
   "What have you learned from television?"
   "How has a record player been useful to you?"
   Discuss other types of machines that help people learn. Make a list of these on the board.
2. Demonstrate safe and correct use of each machine and other materials used in the school.

Record Player
How to carry a record
How to hold a record
Off-on-volume switch—its use
Tone control
Speed of record
Holding the arm
Plugging in record player
Keeping the record player clean
Plugging in earphones
Plugging in speaker

Filmstrip Machine
How to hold the filmstrip
Location of off-on and lamp buttons
Focusing the slide
Centring each frame

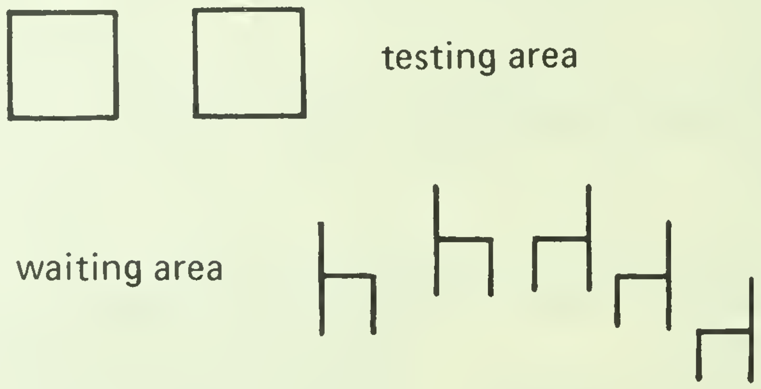
Picture Sets and Maps
Handling of pictures
Returning to proper place after use

Set up a certificate system. Give each child a chance to show you the safe and correct procedure for using these machines and materials.

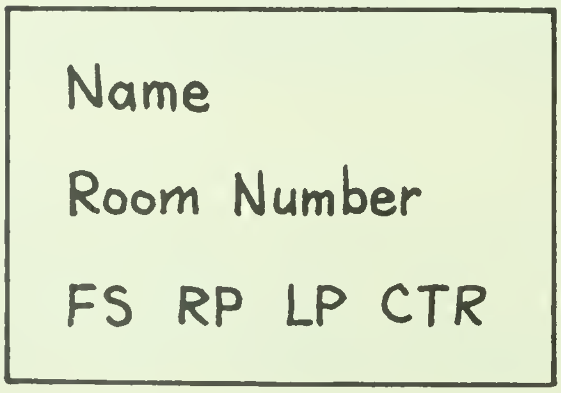
Those who use each piece correctly get an A.V. Certificate. The following procedure has been successful in teaching children to use equipment properly.

Testing for A. V. Certificates

a. Give the children lessons on the proper operating procedure for the equipment required for gaining their official A.V. Certificate.
b. Set aside a specific time each day when they can be tested. Testing will be done only during this time.
c. To pass a test, they must operate the piece of equipment without coaching. For example, the test for operating a record player will include setting up the record player; proper handling of the record; the use of earphones, speaker, volume button, tone button, speed changer, etc; and the tidying up of all equipment.
d. If a child is successful, he is issued a temporary certificate (white square of cardboard) on which is written his name, room number, and the initials RP (Record Player). He may now operate the record player at any time. He can then be tested on another piece of equipment. NOTE: When you first start the testing, you may wish to test on only one or two pieces of equipment per day. Inform the children which kinds of equipment are to be tested on specific days.
e. If unsuccessful with a particular piece of equipment, the child is shown the proper method but he must wait until the following day to be re-tested. (This is to ensure retention.) However, he may be tested at once on another piece of equipment.
f. Spectators should not be allowed to view the testing, as they may distract the person being tested. Have the testing area separate from the waiting area.
Example:



g. The total requirements for the official certificate depend on the variety of equipment in your room or resource library.
Example:



Name

Room Number

FS RP LP CTR

FS — Filmstrip Machine
RP — Record Player
LP — Loop Projector
CTR — Cassette Tape Recorder

When the child has passed the tests for all the above, the temporary certificate is completed. He is now issued an offical A.V. Certificate. (NOTE: If a child loses the temporary certificate, he should be required to start over again.)
Example:

VICTORIA VILLAGE PUBLIC SCHOOL

This is to acknowledge that

____

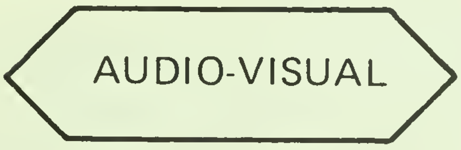
is a certified audio-visual technician.

Date ______________ ___________________________
Teacher's Signature

h. This official certificate entitles the bearer to operate equipment; to borrow records, filmstrips, and cassette tapes from the library; to teach other children the operation of the equipment; and to test other children during the testing period with teacher supervision. However, only the teacher must put initials for equipment (FS, RP, etc.) on the children's temporary certificates.

i. Keep a record of the children who receive their official A.V. Certificate. Replacements for this certificate should be sold rather than just being re-issued or having the child re-tested.

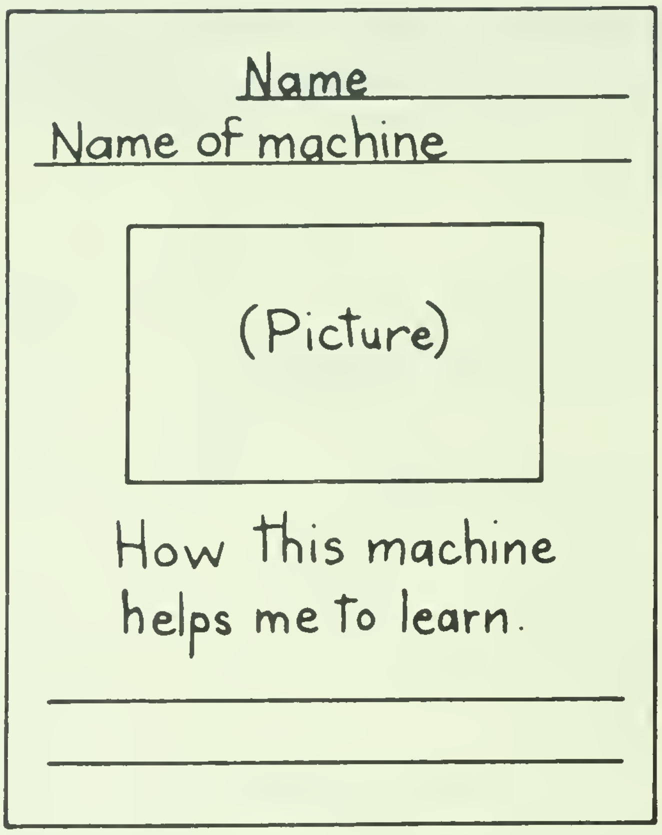
j. Equipment that is more difficult to operate, such as reel-to-reel tape recorder (silver star), opaque projector (red star), overhead projector (blue star), and movie projector (gold star) can be treated as bonus projects. When a child can operate one of the above, he is issued a star which he sticks to his official certificate. Add this information to your records for official Audio-Visual Tabs which can be awarded when a child has all four stars.



k. Encourage the children to secure plastic covers for their official certificates. Or purchase plastic pockets and resell them to the children.

3. The activities on page 11 in the booklet can be completed with little teacher direction. The children should put as much detail in their pictures as possible. For example, a compass should have as many directions on it as the child knows. For the booklet, teach the organization of a project page: the heading at the top, the picture in the middle filling most of the page, and the things learned explained at the bottom.

Example:



Name

Name of machine

(Picture)

How this machine helps me to learn.

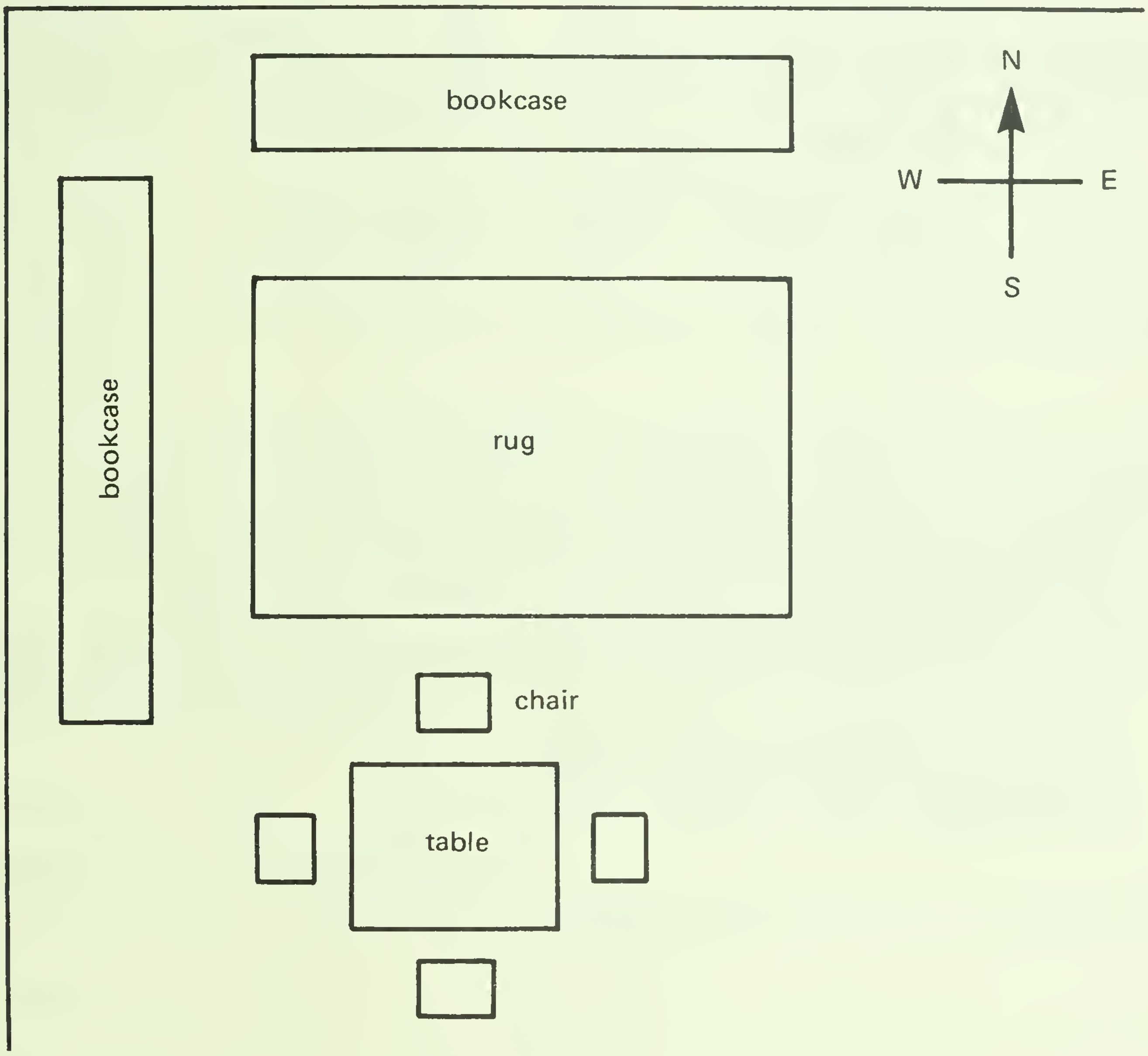
4. *Review of Mapping Skills*
Later in this unit, the children will be using their eyes in interpreting pictures and maps in the Audio-Visual Kit and their ears in obtaining information from a record in the Kit. (See pages 16 and 17 of "Detectives at Work" and Investigation IV in this Resource Book.) Begin reviewing mapping skills so that the children will be prepared for the mapping activities. Suggestions have been made in the *Introduction to Canada Close-Up* on pages T15 to T22. Choose those activities which best suit the needs and background experience of your class. Then use the activities that follow to further develop an understanding of direction and a legend with colour and shape symbols.

Compass Directions

a. By examining the pictures of the compass which the children have made for the above activities, the teacher will gain some insight into the knowledge they have of direction. This would be a good time to review or introduce the use of a compass. Have the children find north, south, east, and west in the classroom.
b. Extend this knowledge to simple maps which the children make. These maps could be of the classroom or of an area within the classroom, such as an art centre, a library corner, or even the top of a table or desk. When mapping these small areas, be sure the children know where each of the four main directions is. Then show them how to make their map so that north is at the top of the page.
c. Discuss briefly what symbols might be appropriate for the different objects they are drawing. Have some of the students draw the suggested symbols on the chalkboard so that the class will have some guidance when making their maps. Remind them to try to keep the sizes and shapes of the different symbols in proportion to each other. For example, the symbol for a chair should be smaller than the symbol for a table. This practice gives the children an introduction to the idea of scale on maps.

d. When they are finished, have the children indicate the points of the compass on their map. Some children could draw a direction indicator while others could print the names of the directions along the appropriate sides of the map.

Example:



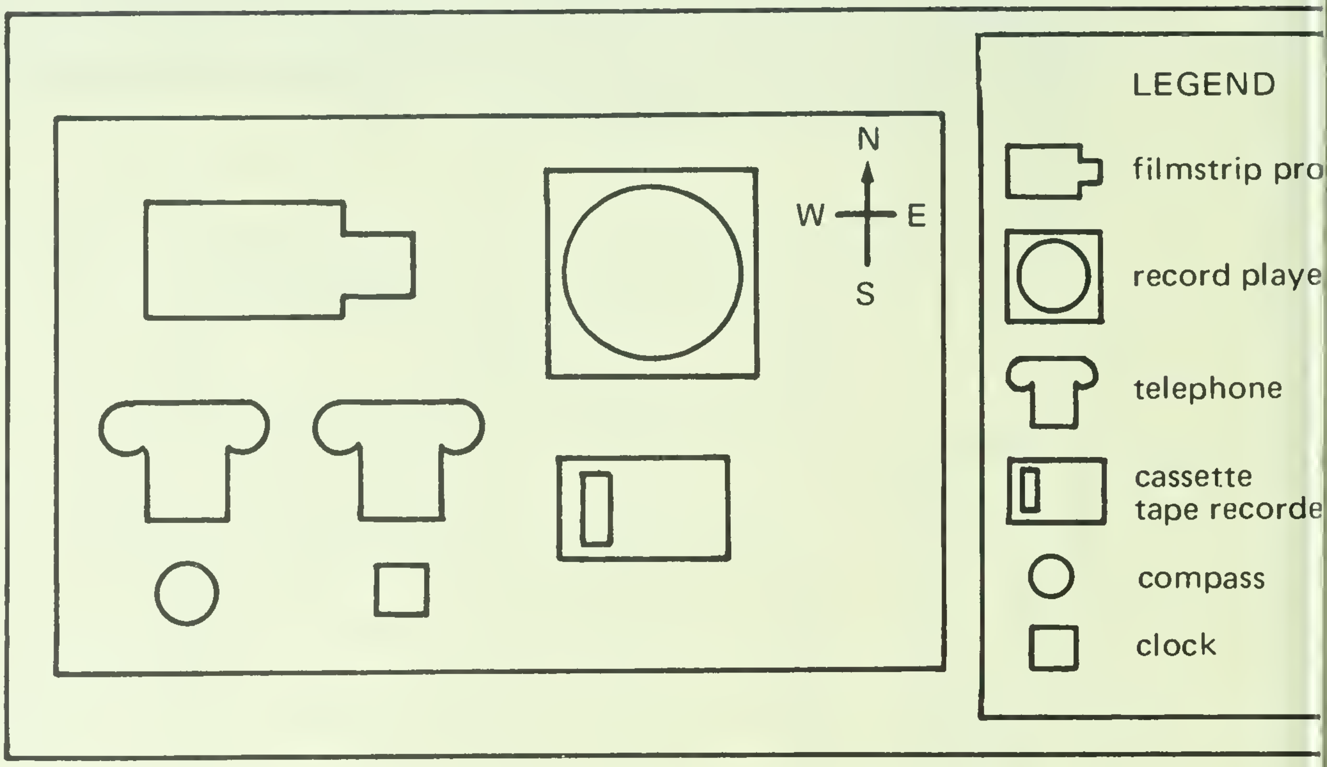
e. Have the children examine the compass directions marked on the Canada map in the Audio-Visual Kit. Discuss the location of the three oceans in relation to Canada and the order of the provinces and territories from east to west.
Play a game of Twenty Questions. Have one child select a place in Canada. The rest of the class must try to guess the place by asking no more than twenty questions. Encourage the children to use compass directions when questioning.
Example: "Is it west of Ontario?"
"Is it north of Saskatchewan?"
"Is it near the Atlantic Ocean?"
The one who guesses correctly chooses the next place.

Legend

a. Simple legends might also be reviewed or introduced at this point. Instead of labelling each item on their maps, the children could use colours or shapes or both, to indicate the various objects shown on their maps.

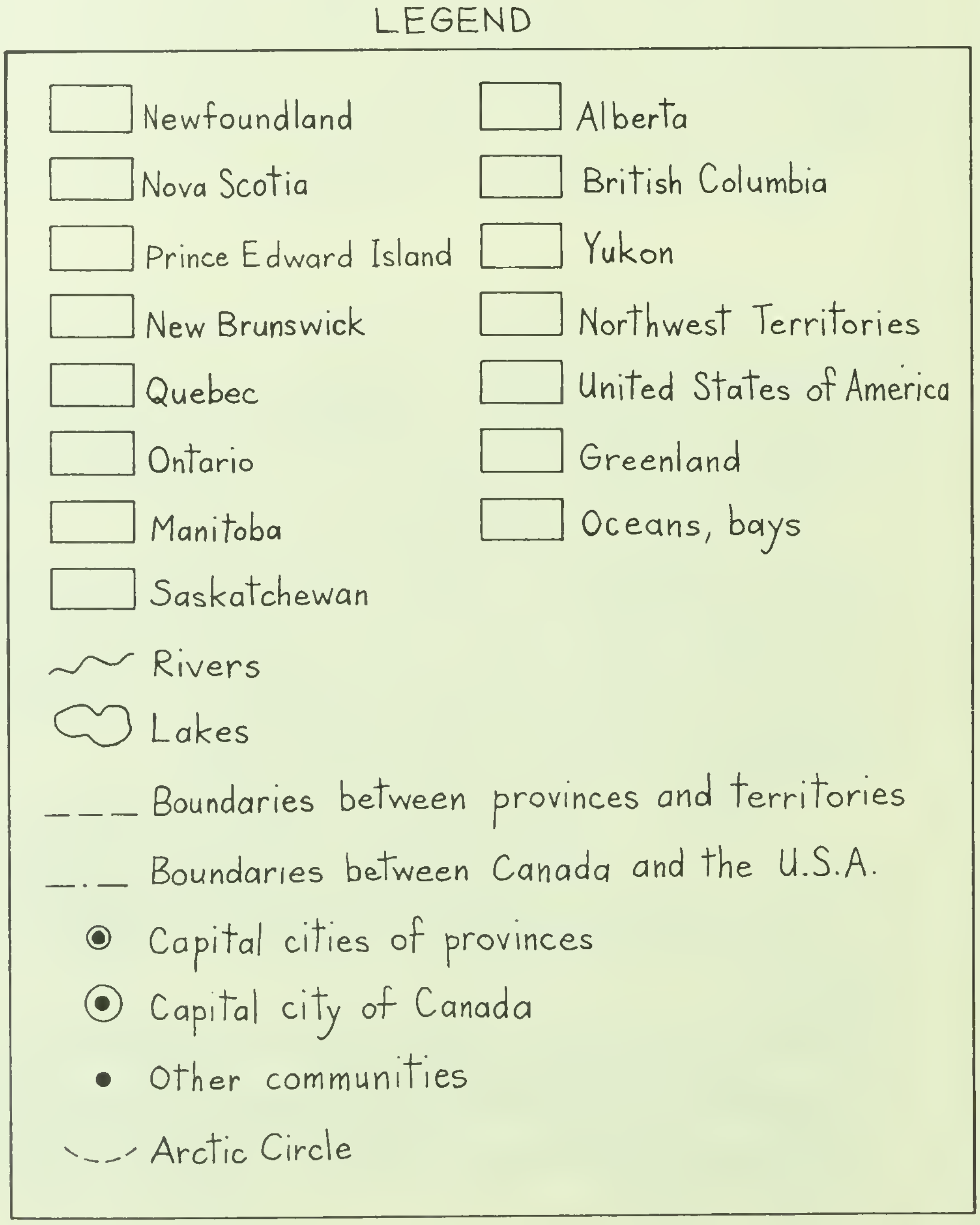
Example:

Map of Science Table (Machine Display)


N
W
E
S
LEGEND
filmstrip pro
record playe
telephone
cassette
tape recorde
compass
clock

b. Give the children a chance to use their mapping skills creatively by having them draw maps showing how they think the art centre, library corner, science table, etc., *should* be organized.

A.V. c. Have the children examine the legend on the Canada map in the Audio-Visual Kit. Discuss the use of colours and other symbols to represent features on the map. A more detailed legend for the map could be developed by the children.
Example:


LEGEND
Newfoundland
Nova Scotia
Prince Edward Island
New Brunswick
Quebec
Ontario
Manitoba
Saskatchewan
Alberta
British Columbia
Yukon
Northwest Territories
United States of America
Greenland
Oceans, bays
Rivers
Lakes
Boundaries between provinces and territories
Boundaries between Canada and the U.S.A.
Capital cities of provinces
Capital city of Canada
Other communities
Arctic Circle

Related Activities

1. Some children may wish to pursue in detail one method of communication. Bell Canada, for example, puts out numerous pamphlets on how the telephone works. Experiments in sound will also prove valuable here.
2. Radio and television enable people to hear and see things that are happening in other places. A trip to a television or radio station will show the children how these means of communication operate.
3. Help the children learn how to code in Morse code or Braille. Children could make up messages to be relayed to friends. Any encyclopedia will give children the Braille and Morse codes. Closely connected with this activity may be the use of semaphore signals as used by Guides and Scouts.
4. Have the class decode secret messages. For example, make B = A, C = B, D = C, etc. The children will enjoy making up their own messages. This activity is closely related to Morse code and Braille. This is an excellent opportunity for the children to reinforce the skills involving alphabetical order. The book *Ma n Da La* by Arnold Adoff, published by Harper and Row, 1971, provides an interesting story that must be decoded by the reader.

Investigation III Learning About Halifax

Understandings to be Developed

You can learn many things about Halifax by looking at pictures and puzzles.

Contents

Detectives at Work, pages 12 to 15
Canada (fold-out map)
'Cross Canada Contest (game print)

Suggested Discussion and Activities

Learning about Halifax (pages 12 and 13)

A Quiz for Good Detectives (pages 14 and 15)

1. **Canada (fold-out map)**
   a. Have the children locate Halifax on the map of Canada in the Audio-Visual Kit. Discuss its location in relation to the Atlantic Ocean and the rest of Canada. Make a large label for Halifax and use Plastitak to stick it on the map.
   b. Have the children locate their own community and mark it with a large label on the map. Compare the location of their community with that of Halifax.
   c. Refer to pages T15 to T20 of this Resource Book for further ideas for using the map of Canada during this unit.

A.V. 2. **'Cross Canada Contest (game print)**

This game will help the children to learn the names of the provinces and territories and their respective capitals; the natural habitat of some Canadian animals; the location of the homes of some of the native peoples; and activities that can be enjoyed in Canada.

Through playing this game, the children will also learn, or review, how to use a grid pattern. This will assist them in their use of an atlas and a road map. They will also gain experience in using a legend. In this game the legend is called Contest Points. The game also provides the opportunity to practise using compass directions. (See the instructions for playing the game on the back of the game print.)

3. Teach the meanings and use of unfamiliar words listed on page 13. Have the children use each word in a sentence that shows its meaning in connection with Halifax.
4. Read with the children the directions for solving the puzzle. Stress the use of the eyes. "See which word from the list you can find in the puzzle." When children understand the activity, allow them to complete the puzzle on their own.
5. The purpose of *A Quiz for Good Detectives* is to help the children analyse carefully what they see. Ask what they see in each picture. Question the children so that more detailed information is presented. After a careful analysis of each picture, have children do the activities that follow. Allow the children to draw pictures to show their interpretation in a visual way. (Answer to Activity 1: Halifax Harbour, St. Paul's Church, Gondola Restaurant, Dalhousie University, Scotia Square.)

Related Activity

Present the children with books and pictures of Halifax and other seaport communities in the world. Encourage the children to make charts comparing the buildings in Halifax with the buildings in other communities. Most school and public libraries have books telling about specific countries and communities throughout the world. The children could also cut photographs from magazines and brochures to paste on their charts.

Investigation IV Detectives at Work

Understandings to be Developed

There are many ways to learn about Halifax.
They include using: a record,
a picture set,
a filmstrip,
maps.

Contents

Detectives at Work, pages 16 and 17
Canada (fold-out map)
Discovery 1 Halifax Begins (record band)
Discovery 2 The Citadel (activity prints: pictures)
Discovery 3 Halifax—Yesterday and Today (filmstrip)
Discovery 4 Halifax is Growing (activity prints: maps)

Suggested Discussion and Activities

1. Have the above items from the Audio-Visual Kit for Canada Close-Up, and the necessary machines, available in the room. If necessary, review the ways of operating a filmstrip projector and a record player and handling the activity prints.
2. Read pages 16 and 17 in the booklet with the children and discuss briefly with them what is involved in each discovery.
3. Some teachers may prefer to present each activity with the whole class. Each activity, however, can also be done by a small group. If the teacher prefers to use the group approach, place the equipment and the materials for each discovery in a separate location in the classroom. Divide the class into four groups to investigate and learn about Halifax. Assign each group to a "discovery." After completing one discovery, each group moves to the next one. The groups can move in any order. Only *Discovery 1 Halifax Begins* requires an introduction and teacher guidance. You may want to use some of the ideas for group work suggested on pages T117 to T119 of this Resource Book.
4. The following outline, with minor variations, will prove suitable for either the class or the group method of presentation.

   Discovery 1 Halifax Begins (record band)

   This record surveys the history of Halifax from its beginning to the present. The information on the record relates to the location of Halifax, the appearance of the first inhabitants (the Micmac Indians), the building of forts to protect the land, and the development of Halifax into a city.

   a. Introduce this discovery by discussing various sports. On chalkboard write the names of two of the sports the children enjoy most. Also include a list of words associated with each sport.
   Example:

   Baseball Hockey

   Words: puck, catcher, bat, pitch, goalie, shoot

   Ask the children to place each word under the correct sport. Discuss reasons for each decision.

   b. Allow the children to make up their own pairs of topics with a list of 5 to 10 closely related words in a random manner. Encourage the children to exchange their work with a friend who will reorganize the words under the correct topics. Some suggestions for topics may include.

1. Kitchen, Bedroom
2. Fruit, Vegetables
3. Day, Night
4. Toys, Games

c. Repeat steps a) and b) using more than two topics.
Example:

Teeth Feet Hands

Words: brush, toe, boots, finger, gloves, cavity

Other topics that the children will enjoy include
1. Fish, Birds, Insects
2. Reading, Writing, Arithmetic
3. Yellow, Green, Blue

d. Explain to the children that they are now going to use five topics and a record to learn about the early story of Halifax. Explain that the record will tell them about the location of Halifax, the Micmac Indians who were the first people of Halifax, the building of forts, protecting the land and the settlers, and the growth of Halifax into a city.

Have the children read Discovery 1 on page 16 of the booklet. Record the five main headings on the chalkboard. List in random order the following words

east coast
Micmac Indians
protect
tall buildings
trees
canoes
stockade
war
enemy ships
map
soldiers
Nova Scotia
roads
axe

Work with the children to help them organize these words under the correct topics.

e. Give each child five sheets of blank paper. Have them record the five topics and related words, one at the top of each sheet. Explain that after they have listened to the record band, they will be expected to draw five different pictures, one for each topic. The teacher should display the Canada map so that the children can refer to it for making the map described on the record band.

f. After playing the record band for the children, ask them to describe orally the pictures they might draw for each topic. Establish on which sheets they will draw each picture. It will help some children if they spend extra time listening to the record band before they complete the assignment.

g. Have the children compare the pictures they drew. Discuss any differences that occur. Encourage them to form their pictures into a booklet with a cover.

.V.

Discovery 2 The Citadel (activity prints: pictures)

The pictures on the activity prints show various aspects of the Citadel.

a. Assign a leader for each group to lead the discussion about the pictures. This child should turn over each picture and pose the questions on the back of the picture to the group.

b. Assign another member in each group to record the answers. When the children have completed the questions, allow them to make a model of the Citadel.

c. When the groups have completed this discovery, have them compare their answers. Analyse and discuss any differences that occur.

.V.

Discovery 3 Halifax—Yesterday and Today (filmstrip)

This filmstrip focuses on buildings and homes in Halifax.

a. Choose one child in each group to operate the filmstrip projector, another to act as the leader for discussion, and a third to record information.

b. Have the children answer the questions posed on the frames of the filmstrip and record the information they learn relating to the old and new Halifax. Encourage the children to make models or pictures of the buildings they found most interesting. After each group has finished, discuss and compare answers.

.V.

Discovery 4 Halifax is Growing (activity prints: maps)

In this discovery, the children use maps to interpret the growth of Halifax. On one activity print the children compare a map of Halifax in the 1800s with a map of Halifax today, to develop an understanding of the changes in the city. On the other activity print the children examine streets and various tourist attractions in Halifax today.

The activities on the back of the maps are designed to aid the students in developing mapping skills. They learn to apply their knowledge about the points of the compass, legends, and scale on a city map.

a. Choose one child in each group to pose the questions to the group and another to record the answers.

b. After the class has completed all the discoveries, it would be valuable to review the three maps of Halifax. Questions such as the following could be asked:

> "Where is north on each of the maps?"
> "How is colour used on the map to give you information?"
> "What symbols are used?"
> "How can you tell how far it is between places shown on the map?"

c. Some of the children may have difficulty and will need further practice in these skills. Pages T20 to T22 and T34 to T36 of this Resource Book give other suggestions for mapping that the teacher may wish to use. By taking careful note of how the children cope with the activities in Discovery 4, the teacher will be able to identify those students who require further help.

Detectives at Work (page 17)

1. Read the last paragraph on page 17 of the booklet with the children for instructions on follow-up activities. Each group will present the information they learn in the discoveries. Encourage the children to choose a way that is completely different from the way in which they learned it. The following suggestions may help them in their choice. Note that each stresses graphic methods of communication.
   a. Present a play to show how Halifax began. Be sure your scenery shows what Halifax was like.
   b. Pretend you are doing a television production on an important historical event in Halifax. Show the pictures you took.
   c. Draw and present pictures showing the changes in Halifax.
   d. Use a map to show your trip through Halifax. Use charts and graphs to show important facts.
2. Some children may wish to become involved in building a model of the Citadel. Note that a brief study of Fort York is done in Unit 2. The teacher may wish to postpone the making of model forts until that time.

Related Activities

1. Have the class begin gathering maps and aerial views of their own community. These could show both the past and the present. Special note should be made of the legend, directions, and scale on each of the maps. By making various comparisons between the maps and the aerial views, the children can see how their own community has changed or grown over the years. This will also be of value in the community activities at the end of this unit and in the following units.
2. Encourage the children to bring to class postcards, slides, souvenirs, etc., of any trip they have taken with their parents. After they have shown their information, encourage the class to compare it with the information about Halifax.
3. Begin a collection of pictures of forts. These will prove useful when the class studies Fort York in Unit 2.

Investigation V Using Your Eyes and Ears in Your Community

Understandings to be Developed

There are many ways to learn about our community.

Contents

Detectives at Work, pages 18 and 19

Suggested Discussion and Activities

Learning about Your Community (pages 18 and 19)

1. Have the children read page 18 and examine the photographs on page 19.
2. Review the methods the children have used to learn about Halifax. Record the answers on the chalkboard. The list should include: filmstrip; pictures; maps; record.
3. Have the children suggest additional ways in which they might learn about their own community. These might include:
   a. Interviewing people in the community: This skill is taught in Unit 2, *What Is a City? Toronto*. See page T46 of this Teacher's Resource Book. However, you may wish to introduce it now to the children who show an interest in this method of gathering information.
   b. Field trips: These could be made individually or in groups. Some parents may be willing to help with field trips during or after school hours.
   c. Books, pamphlets, or magazines: Gather and assemble information available at local libraries, city hall or municipal offices, or the Chamber of Commerce.
   d. Gathering data to be used in making graphs or statistical charts about the community.
4. Allow the children to choose one *method to learn* about their community. Have them choose a topic; for example, children in the class, people in the community, buildings in the community. They should decide to learn about a specific aspect of each topic.

   Make a chart that shows the topic chosen by each child and the method of learning about the topic that each child is going to use.
5. The children choose one method of graphic communication to *present* their information to the class. Add this section to your chart.

   Example:

Our Community			
Name	Topic	Method of learning about topic	Method of presenting topic
Carole	new buildings	photographs	TV report
Weldon	people's work	interviews	play taped interviews

The following may help the children in their choice.

a. Make a filmstrip using a series of pictures pasted together and placed on a roller.
b. Present a play. Stress visual aspects such as scenery and costumes.
c. Pretend you are a television announcer reporting about your community. Use charts, maps, and graphs to explain your facts.
d. Make a picture set.
e. Present recorded interviews.

f. Present charts and graphs to explain the results of your interviews.
g. Make a class newspaper.
h. Make a diorama.

Keep the materials that the children collect or make. These will be used as they learn more about their own community and other Canadian communities in later units.

Related Activities

1. Begin an investigation of any pioneer settlements that existed near your community. Any information gathered will be useful in Unit 2.
2. Begin a booklet, "Our Community Is Changing," as suggested in the introduction to this unit, page T23. This should be continued throughout the year with a culmination in the last unit of this program when the children study the concept of change. The material they have gathered throughout the year will enable them to discuss change in their own city or a city nearby, and compare it with the city of Calgary.

UNIT 2 WHAT IS A CITY? TORONTO

The Basic Concept: Demography

The world's population is far from evenly distributed. Some areas support dense populations, while others are sparsely settled or completely uninhabited. Why has this pattern developed? Demography involves the study of the human population: its size, density, distribution, and growth, and the patterns that have emerged or will emerge in various parts of the world.

A demographic understanding enables the student to grasp the significance of the pressures on the environment to provide for our basic needs and the problems and prospects that evolve as a result.

Unit 2 investigates a city and the growth of its population. The children learn that the city is made up of many closely knit communities.

The Unit Content

The children are first asked to examine the school community. They compare this with Toronto's first community. As more people moved to Toronto more communities developed. The people in each community usually depend on services and other things that are provided by other communities in the city.

Investigation I Communities Change

Understandings to be Developed

Communities are made up of groups of people.

The school is the focal point of the child's community.

Communities are constantly changing as people move to and from them.

We can make maps of our communities and use symbols to show some of their features.

Maps should be drawn to scale.

We can use road maps to help us draw our community map to scale.

We can find out about our school by interviewing people.

We should plan an interview carefully.

Contents

What Is a City? pages 20 to 25
Field Trip

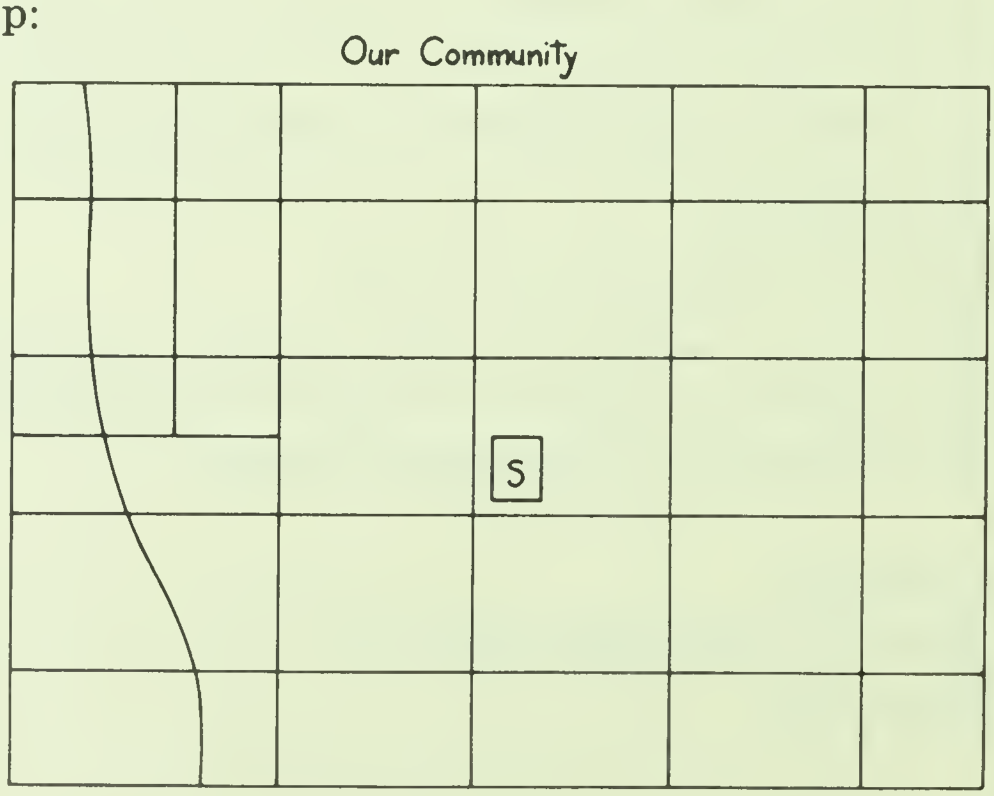
Suggested Discussion and Activities

Cedar Rock Community (pages 20 to 23)

1. Before reading about Cedar Rock Community, initiate a discussion about families.
   "How many brothers and sisters do you have?"
   "Why do some families need to live in large homes?"
   Develop the concept that as families increase in number they often must move to a larger home.
   "In this unit we are going to find out what happens when a whole community increases in size."
2. Read pages 20 to 23 of the story with the children, to find out the changes that occur.
   Have the children identify each of the rooms in Cedar Rock School and compare the stages in the growth of the school.
   Ask the following questions:
      "Why was Cedar Rock School so small when it was first built?"
      "Why would more classrooms be added?"
      "What are portable classrooms?"
      "Why was it a good idea to build Spruceview School?"
      "How will this help Cedar Rock School?"

Field Trip—Your School Community (page 24)

1. Take the children around the school community to define its size and note the names of streets and the location and addresses of their homes.
2. Provide each child with a map of your community showing the school and the streets you plan to include in your field trip. These maps can be placed on a clipboard or some other hard surface such as a book, so that the children can record their information. They may want to record all the residences—houses, apartment buildings, etc. on each street. The children's homes could be marked with the child's initials and the house number.
   Sample Community Map:



If parent volunteers are available, you may want to divide the class into groups and have each group cover a section of the community.

3. The information gathered on the field trip can be used to complete a large community map. In the classroom, set up a bulletin board map of the school community. Name all the main streets and show the location of the school and other significant buildings. Draw the points of the compass on the map and develop a simple legend showing symbols for houses, apartments, roads, bridges, special buildings, areas of water, parks, and any other noteworthy features.

   Consult a road map when drawing the streets, so that the lengths and the distances between them will be relatively accurate. An approximate scale for the bulletin board map can be figured out if an official road map is used. To develop the children's concept of scale, help them note the distance that one centimetre on the map represents. Then have them go outside and measure that distance on the street or in the playground. Reinforce the idea that every centimetre on the map stands for a distance equal to the one they measured outside.

   This bulletin board map will be added to during this unit and in Unit 4. (See page T82 of this Resource Book.)

Your School (page 24)
Changes in Your School (page 25)

1. Have the children carry out the activities suggested in the booklet. To do this they may need information from other teachers.
2. Teach the children how to interview.
   a. Discuss with them the main purpose of an interview: to gain information. Refer to interviews on television during hockey games, on news broadcasts, etc.
      "What must we do to make sure we get the information we want?"
      Through questioning, make a list of the important aspects of an interview.
      The following suggestions may help to achieve a successful interview:
         Make a list of the questions you want to ask.
         Introduce yourself politely to the person you are interviewing. Tell who you are and why you wish to speak to him.
         Speak slowly and clearly.
         Listen carefully.
         Record the answers you get.
         Be sure you understand what was said.

   b. Here are some follow-up activities for interviewing.
      i. Divide the class into groups of two and have each pair create an interview situation.

ii. Observe television commercials and talk shows which have interviewing techniques to help the children develop concise questions.
iii. Have each pair present their interview to the class. Encourage the class to evaluate the interview.
iv. Create another interview situation that does not involve commercials, such as:
  a hockey interview,
  an accident or fire,
  winning an award or a prize.
v. Present new interviews to the class.

c. Invite the principal into the room to discuss the history of your school. Key points of this interview should be:
  age of the school,
  physical changes,
  changes in the number of children and adults in the school,
  changes in school boundaries,
  future changes.

Have the children make charts, graphs, pictures, and maps to show the story of their school then and now. These activities will reinforce the skills learned in Unit 1, *Detectives at Work*: *Halifax*.

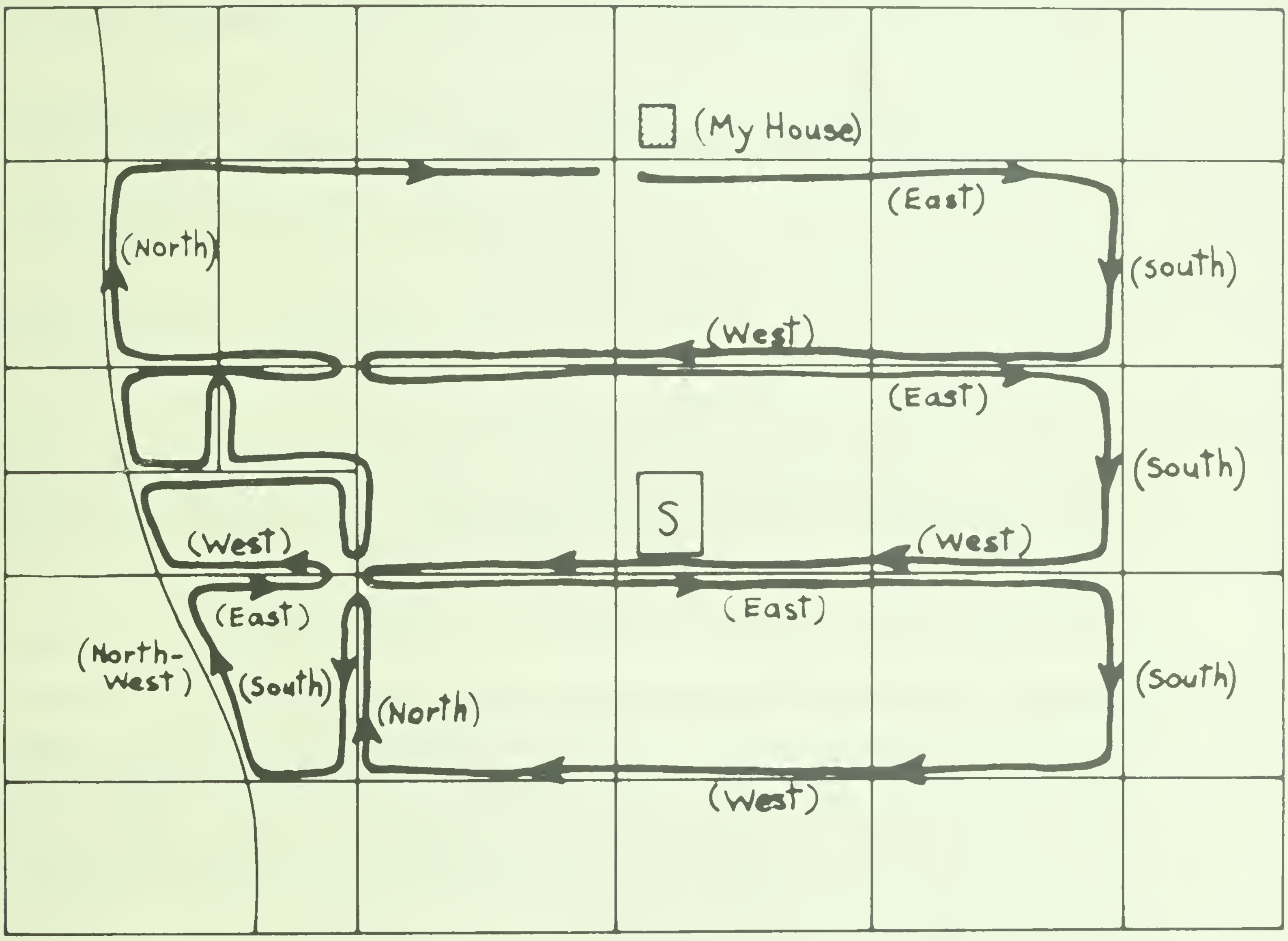
Related Activities

1. Many children will enjoy making a model or diorama of their school. Plasticine and cardboard are effective working materials for this exercise. A child could be responsible for making one classroom only. After all the rooms are finished, they could be placed side by side or placed one on top of the other. If cardboard boxes are used, a collection of uniform boxes, such as tissue boxes, would be helpful.
2. The children could count the number of paces and note the number of minutes it takes them to get from home to school. Encourage them to go in pairs so that each one can concern himself with one type of measurement. They could then record on outline maps their route and the time it took.
3. Encourage the children to interview people who lived in their community when the school was first built. Reports to the class can be made through interviews involving two children or taped interviews.
4. If this unit is done in October, the maps of the community can be put to further use by the children in planning Hallowe'en routes. Provide a fresh set of maps to the class and have each child show his proposed route by a coloured line. Then the houses he intends to visit could be indicated by small squares. The streets he travels on should be labelled. A legend could be made to show what symbols he has used. When the children have finished their Hallowe'en maps, have a class discussion in which routes are compared. Safety factors should be discussed here. Some of these might include: safe places to cross streets, areas to avoid (construction sites, railway lines, rivers), and special precautions to be taken at night (wear light-coloured clothing; travel

with a friend or two; don't wear a costume that obstructs vision).

Check the children's knowledge of direction on maps by having them show or tell in what direction they are travelling for each section of their route.

Example:



Our Community

(My House)
(North)
(East)
(South)
(West)
(East)
(South)
S
(West)
(West)
(East)
(East)
(North-West)
(South)
(North)
(South)
(West)

Investigation II Toronto's First Communities

Understandings to be Developed

Today Toronto is a large city.
Toronto was once a small community just as Cedar Rock was.
Features can be shown on a map by colour and shape symbols.
Toronto has changed since the first community began.
People moved to Toronto for many reasons.

Contents

What Is a City? pages 26 to 29
Canada (fold-out map)

Suggested Discussion and Activities

Introduction

A.V. 1. Canada (fold-out map)

   a. Have the children locate Toronto on the map of Canada in the Audio-Visual Kit. Discuss its location in relation to the oceans, the Great Lakes, the rest of Canada, and the children's own community. Make a large label for Toronto and use Plastitak to stick it on the map.

   b. Have them name and locate other cities on the map that are large like Toronto. Discuss how they think these cities are similar to Toronto and how they might be different.

   c. Refer to pages T15 to T20 of this Resource Book for further ideas for using the Canada map in this unit.

2. Present Toronto as a large, sprawling metropolis. Use the picture on page 26 to emphasize its large size and the number of offices, roads, apartments, etc., needed for the people.

   The children might enjoy reading or listening to *The Adventures of Mickey, Taggy, Puppo and Cica and How They Discover Toronto* by Kati, published by Canadian Stage and Arts Publications Limited, 1974.

3. Briefly compare the size of Toronto and Cedar Rock.

Toronto's First Community (pages 26 and 27)

1. Have the children read pages 26 and 27 of the booklet. Then have them examine the plan of Fort York and identify the various buildings and other features. Encourage the children to discuss the plan and the questions in the booklet. Help the children realize that this fort was fairly self-sufficient by asking:

   "What things are necessary for people to live?"
   "Did the fort have these?"

   Ask other questions such as:

   "What types of food do you think they would cook in the cook house?"
   "What do you think you would see in the blacksmith's shop?"
   "Why do you think one of the stores is outside the fort?"

2. Have the children use the map of Fort York to make picture maps. They should be similar to the map shown in the booklet, but instead of symbols for the buildings, the children will draw miniature pictures of these buildings. The finished product should resemble a simplified aerial view of the fort. For an example of a picture map, see the map of places of interest in Halifax in the Audio-Visual Kit. It may also be helpful to refer to pictures of forts in library books, brochures, etc. A.V.

   If large paper is used for the map, some of the children may wish to include very small pictures of the soldiers in the fort, showing some of their activities (standing guard at the entrances, patrolling the walls, entering and leaving the fort or the various buildings).

3. The children who show a special interest in forts would enjoy building a model of Fort York based on the plan provided in the booklet. A collection of small boxes could be used for the buildings.

Investigate Your Community (page 28)

1. Develop a comparison between the fort and the child's community. For example, "This picture shows the place where the soldiers "stored" their supplies. Where can we buy things in our community?"
2. Use suitable symbols to show each store, plaza, etc., on the community map that was started in Investigation I (See page T46 of this Resource Book). Repeat the same procedure for recreational activities and places of business.
3. Add the new symbols to the legend.
4. Encourage the children to take photographs or draw sketches of these places in their community.

Toronto's Second Community (pages 28 and 29)

1. Have the children read pages 28 and 29 of the booklet.
2. Develop a comparison between the fort and the new community so that the children realize these were two different communities.
3. Discuss the reasons why the second community developed and why people moved to Toronto.
4. Have the children examine the map, Toronto's Second Community, on pages 28 and 29 and compare it with the map of the fort on page 27 of the booklet. They should note that the map, Toronto's Second Community, shows a much larger area than the map of the fort does, and that the second community was located to the east of the fort. Have the children note the pattern of streets and the buildings that are labelled. Discuss the function of each building and begin a collection of pictures and books showing early buildings in Canadian settlements. Use the map in the booklet as the basis of a bulletin board display for which the children may draw pictures of the buildings in the Town of York. The number of pictures or early buildings they have gathered will determine how accurately they are able to picture the buildings in York.

Related Activities

1. Discuss with the children how the people in the early town of York may have helped each other. List some of the ways on the chalkboard. "What difficulties might the first settlers have encountered? How would they cope with them?" List these on the chalkboard also. Then have the children use these lists as the basis of a series of "mini-dramas" in which they act out some of these situations. By observing these dramas, the teacher will gain insight into how well the children understand what it was like for people living in those days.
2. Some of the children will enjoy reading stories about the early settlers and the forts in Canada.

3. Stories and booklets could be written about imaginary adventures in an early fort or pioneer settlement.

Investigation III A City Is Many Communities

Understandings to be Developed

The Beaches is an old Toronto community.
It is made up of many school communities.
A city is made up of many communities.
On maps, special symbols are used to show the location of large cities.
People from other communities visit the Beaches.
People from the Beaches visit other communities in Toronto for many reasons.
There are many reasons why people in other communities visit our community, and people in our community visit other communities.

Contents

What Is a City? pages 30 to 41

Suggested Discussion and Activities

An Old Toronto Community (pages 30 to 35)

Encourage the children to examine closely each photograph on pages 30 to 35. Discuss what the Beaches is like: homes and schools, stores and services, recreation.

Sample questions:

"What different types of homes do you see?"
"Which kind would you like to live in? Why?"
"Find the pictures of the schools. Decide whether they are old or new."
"Examine the pictures of the children in school. How is the classroom the same as yours? How is it different?"
"Look at the picture showing furniture on a lawn. Why might the furniture be there?"

Your Community and the Beaches (page 35)

Encourage the children to use various techniques (photos, sketches, charts, maps) to compare their community with the Beaches. If they carried out the activities suggested in Investigation V of *Detectives at Work*, the children could use the materials they collected or made for this activity. Divide the class into five groups to investigate the main headings suggested on page 35. Be sure these places are shown on the community map in the classroom. Have each group look into one aspect and report to the class using various audio-visual techniques. Reinforce the idea that they should be thinking about how each part of their community helps *people* in their community. They may want to make a photo display of their community similar to the one in the booklet for the Beaches.

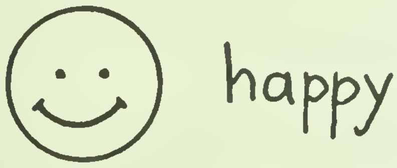
Toronto Is Many Communities (pages 36 to 39)

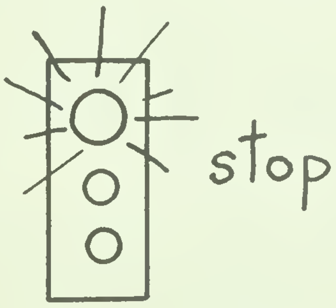
1. Have the children read these pages to themselves.
2. Discuss briefly what other reasons people might have for visiting the Beaches. Also discuss other reasons why people who live in the Beaches might visit other parts of Toronto.
3. If the children live in a city, have them look at the pictures of Toronto on page 37 and compare what they show with their city:
   "How does our city compare with Toronto in size?"
   "Do more people live in Toronto than in our city?"
   If the children do not live in a city, they could use their town or community or a nearby city for comparison with Toronto.
4. The children should examine the map of Toronto on page 37 to find the following information. "What are some of the main streets in this city? What other features can be seen on the map?" Note what part of Toronto the Beaches is located in (east or southeast). Compare the relative sizes of the Beaches and the city. Draw the conclusion that the city is made up of many communities. Have the children match the numbers beside the photographs with the numbers showing their location on the map.
5. At this point, the children could compare the four maps of Toronto in their booklets (Fort York, page 27; Toronto's Second Community, pages 28 and 29, and Toronto, page 37 and pages 38 and 39). Have them note the tremendous growth in size that has taken place since the area was first settled. They should state the evidence they see of this growth (larger area, more main streets, buildings, communities, etc.). Special attention could be given to the variety of attractions shown on the last Toronto map. The children may know some other special places in Toronto, such as Ontario Place, the Canadian National Exhibition.

   Help the children to realize that a large population usually ensures more choice in types of work, recreation, types of living accommodation, etc., than is found in smaller communities.

   Compare the type of map used in each case and the use of pictures or symbols to show various features.
6. Assist the children with the recognition of large cities on maps.
   a. First, present simple symbols with their meaning.

   Examples:





   b. Next, have the children show some of the mapping symbols they know. Have them tell what each means.
   c. Introduce ● and ◉ as symbols for communities.
   d. Have the children find a ● or ◉ on a map and tell what the name is beside it.

   e. Encourage the children to find 10 large communities that are on water, as Toronto is.
   f. Discuss the advantages of living by the water for
      trading,
      visiting by boat,
      drinking water,
      defence.

7. Show the children a map of Southern Ontario and have them locate Toronto. Ask them to recall how Toronto has grown in the past and have them suggest where Toronto might expand to in a hundred years' time, in five hundred years' time. Have them note some of the other towns and cities in the area which might be joined to Toronto in the future when many more people have come to live there.
8. Discuss with the children some of the problems encountered when so many people live close together (transportation, pollution, housing space, places for recreation and work).

Your Community and Beyond (pages 40 and 41)

1. Carry out the activities suggested on these pages.
2. At this stage the children should be aware of the area immediately outside their own community. Set up a class exchange visit with a nearby school. Have the children report back by comparing their school, streets, homes, parks, buildings, etc., with those they saw in the other area.
3. Have a discussion:
   What is a community?
   What is a city?
   Is your community part of a city?
   What is the difference between a city and a community?

Related Activities

1. Review the main points of the compass (north, south, east, and west), as well as northeast, northwest, southeast, and southwest. Use this new knowledge in the following activities:
   a. Make activity cards involving direction.
   Examples:

Make pictures of
five things in the
northeast corner
of the classroom.

What trees are
at the southwest
corner of the
school?

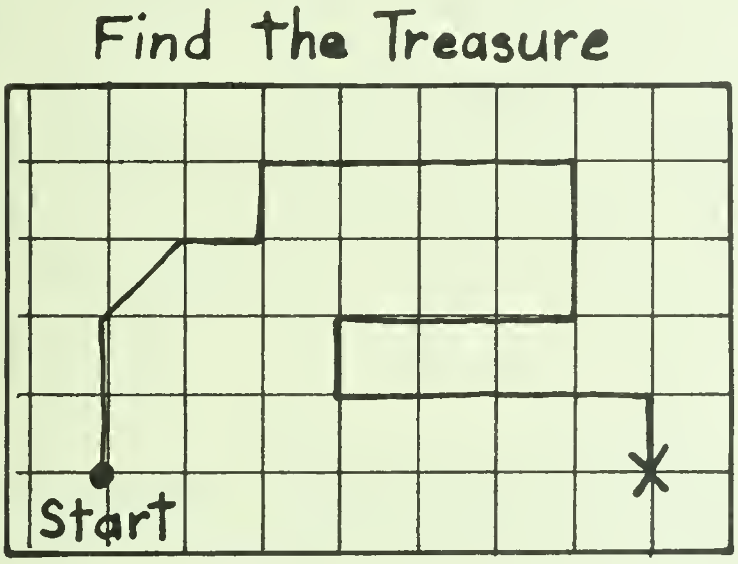
The children could do the suggested activities individually or in groups. After completing a few of the activities, they should be able to make new directional activity cards of their own for other children to do.

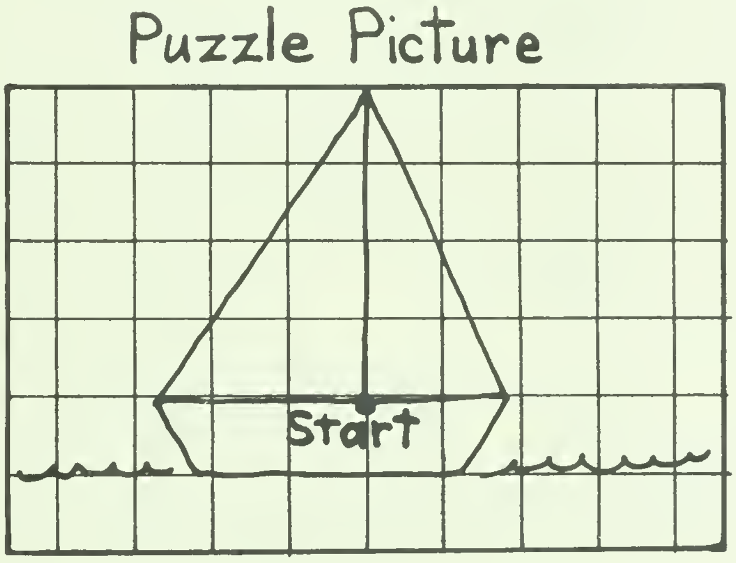
b. Give the children a list of important places in the community and have them tell in what direction these places lie in relation to the school.

c. Have the children list all the things in the community that are northeast of the school, southwest of the school, etc.

d. Provide each child with a piece of graph paper or similar paper ruled in squares. Establish a starting point on the paper and give them a series of directions to follow; for example, go north three squares, east five squares, northeast four squares, etc. If they follow the directions correctly, they should all end at the same point on their paper. This activity could take the form of a treasure hunt or could be designed so that the route traced by the children forms a "secret" picture.

Examples:





2. Obtain a road map of your city (or the city nearest to you), and use it as a guide in making a large bulletin board map of the city. Show only the main routes as on the map of Toronto on pages 38 and 39 of the booklet.

   Locate your city on the map. Ask the children what they think are the most interesting features of their city and list these on the chalkboard. Compare them with the features shown on the map of Toronto. "Which ones are common to both cities? Which ones are different from Toronto?"

   Distribute small circles of paper and have each child choose one feature of your city to illustrate on a circle. Then have each child place his or her illustration on the map in the correct location. The finished product should be similar to the map of Toronto in the booklet.

3. As an alternative to the above activity, have the children collect pictures, postcards, etc., of their city (the city they live in or a city in their province or territory) and post them around the map. Use string to join each picture or card to the location on the map that it illustrates.

UNIT 3 LIVING WITH NATURE VANCOUVER

The Basic Concept: Areal Differentiation

It is difficult to begin to comprehend the world without organizing all the facts and information into meaningful patterns. Areal differentiation involves the perceiving and explaining of these patterns and their development, as well as the ability to organize new information into patterns.

Through cultural (linguistic, religious, economic, political, etc.) and physical (landform, climatic, vegetation, mineral, etc.) patterns, the children can view the differences and similarities that exist in various parts of the world and begin to determine the reasons for them.

In Unit 3, the children explore physical patterns and the impact of the past and present on these patterns. Then the children look for similar patterns in their own community and create appropriate labels for these patterns.

The Unit Content

A study of Vancouver could be approached in many ways. In this unit the natural setting—the trees, the sea, the mountains and canyons—is examined. The information and activities used by the children are organized into these three categories. The children are challenged to give Vancouver a new name that describes its natural setting. They are also encouraged to rename their own community with a name that describes its most important feature(s).

Investigation I The Names of Things

Understandings to be Developed

There are reasons why people, towns, and cities are given certain names.

Many places were named for people, what the setting looked like, or where they are located.

Contents

Living with Nature, pages 42 to 45

A.V. Canada (fold-out map)

Suggested Discussion and Activities

1. Introduce the unit with a discussion of how we receive our names. Prepare a chart and list the ways of naming people. This chart might in-

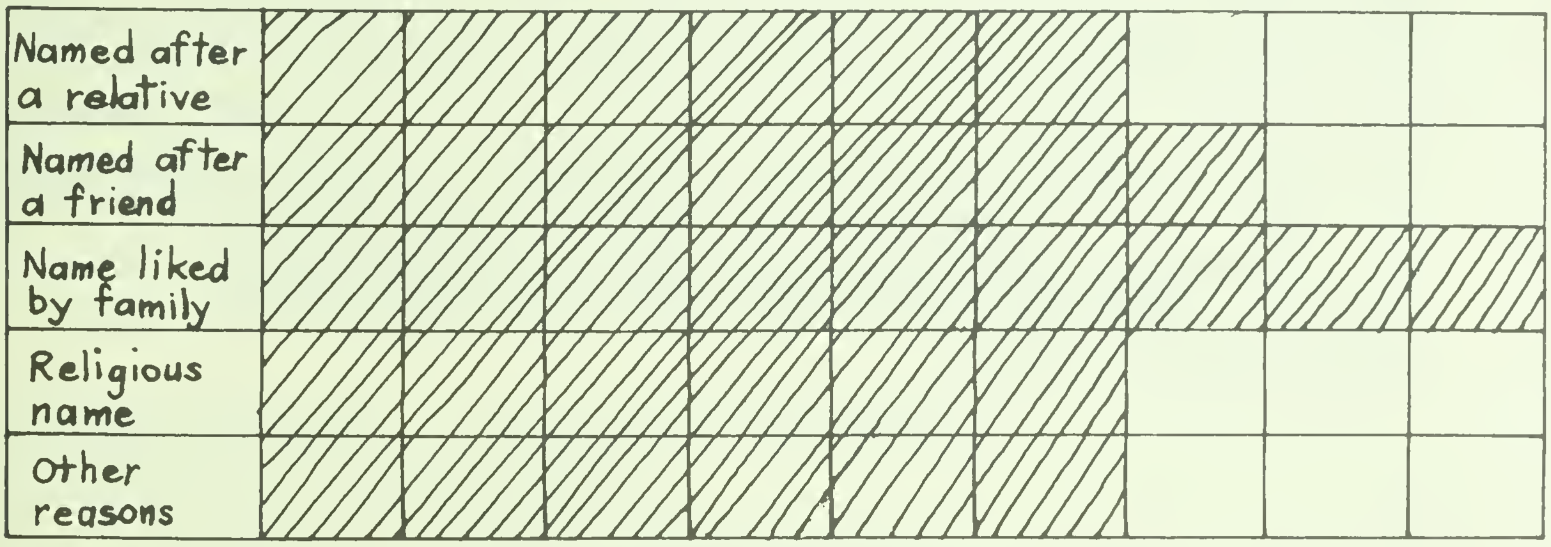
clude: a. named after a relative, b. named after a friend or famous person, c. name was liked by family, d. religious name.
Example:

How We Receive Our Names (Chart)

Named after a relative	George	Toivo	Patricia	Carla	Helen	Paul			
Named after a friend	Donna	Penny	Susan	Carole	Pieter	Michelle	Jim		
Name liked by family	Laurie	Michael	Leslie	Trudy	Marg	Nicky	Chris	Jennifer	Scott
Religious name	Joseph	Isaac	David	Mary	Naomi	Mohammed			
Other reasons	Bill	Monique	Sharon	Helga	Ted	Shane			

A graph should be prepared from the chart to show a naming pattern.
Example:

How We Receive Our Names (Graph)



2. Canada (fold-out map)

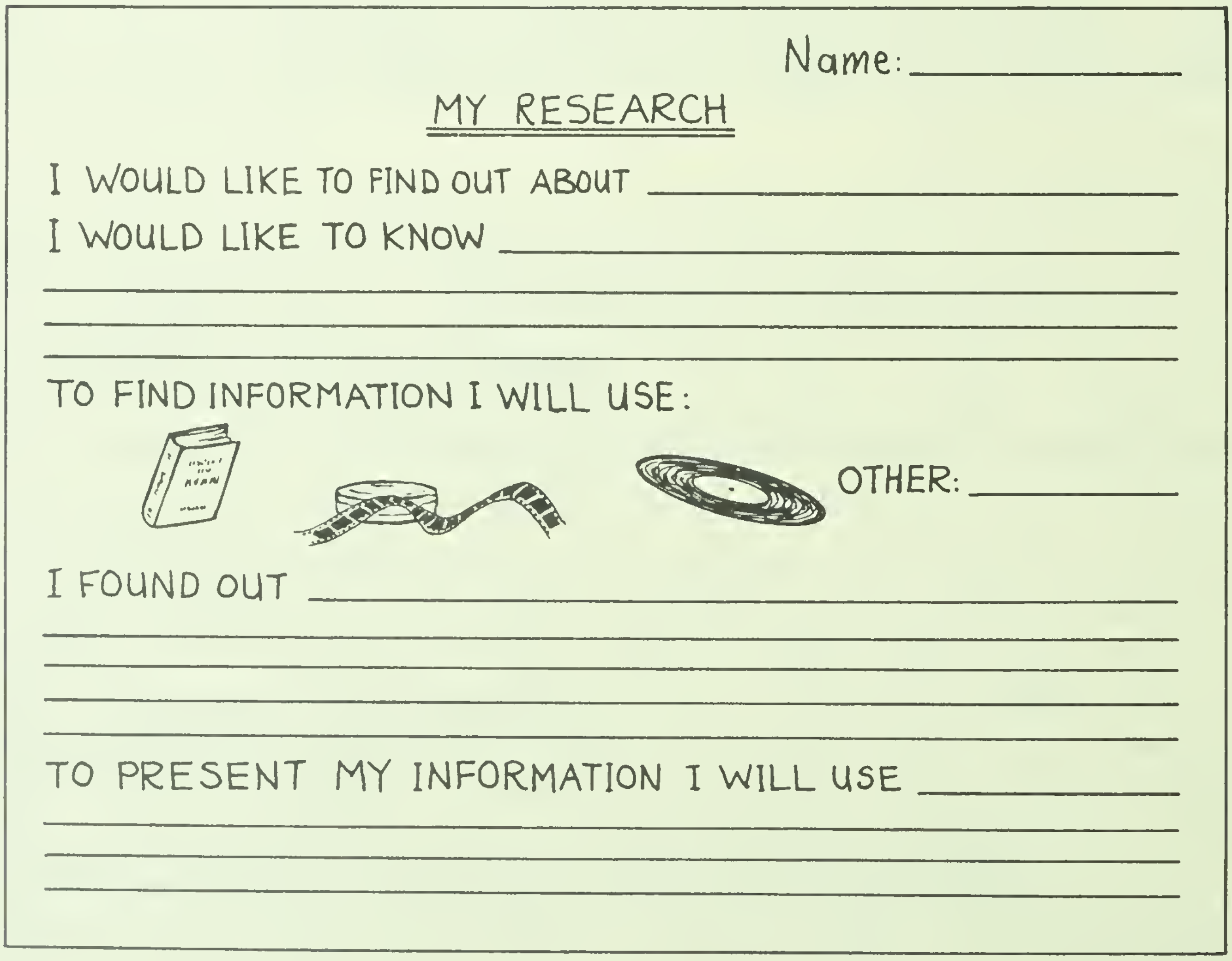
   Ask the children how they think towns and cities are named. Locate Vancouver on the Canada map in the Audio-Visual Kit. Draw attention to its location in relation to the mountains and the ocean. Ask the class how they think it was named. Instruct the class to read page 42 of the booklet to discover the reason. (Refer to pages T15 to T20 of this Resource Book for further ideas for using the map of Canada during this unit.)

3. The children should then examine the names of the towns on page 42. Locate them on the map of Canada on page 43. Then make labels for these names and place them in the correct locations on the Canada map in the Audio-Visual Kit. Let the class speculate as to how they think these towns were named and what they think they look like. Stories and pictures could express their ideas. Groups of children might pretend to be explorers discovering the place for the first time. The play could include dialogue with the reasons for naming the town or place. Scenery and props could be made to aid the group in their presentation.

4. To discover how the towns were actually named you could write to the Chamber of Commerce, City Hall, or Historical Society of each town.
5. Examine the photographs on pages 44 and 45 of the booklet and give the towns names. Discuss the type of land in each photograph as well as the things the children might see there—animals, specific trees, etc.
6. Discuss the meaning and possible origin of the name of your community, city, province.
7. The past is difficult for children to understand fully. Discuss with them what it was like in the year 1790 when Vancouver explored the coast of British Columbia—no television, radio, cars, trains, planes, electricity. Other dates encountered in the unit could be dealt with in the same way.

Related Activities

1. Research and discover more about Captain George Vancouver. Children interested in, and capable of, independent research could be given a research paper similar to the one shown here. After the research group presents the information to the class, a game of "To Tell The Truth" could be played as a means of evaluation. Three children from the research group could be George Vancouver "One," "Two," and "Three." Other members of the class could ask them questions. One group member could be the real George Vancouver and must give the right answers, the other two could make up false answers. After the questioning, the class would vote on number "One," "Two," or "Three" to show who they think is the "real" George Vancouver.
   Sample Research Paper:



Name: ____________

MY RESEARCH

I WOULD LIKE TO FIND OUT ABOUT ____________

I WOULD LIKE TO KNOW ____________

TO FIND INFORMATION I WILL USE:

OTHER: ____________

I FOUND OUT ____________

TO PRESENT MY INFORMATION I WILL USE ____________

2. Ask the children to examine physical maps of Canada in order to find out what the land is like in various parts of Canada. Encourage them to use words indicating direction in their discussion. Have them pretend they are visitors from outer space looking for a suitable place to come down in their landing module. They could discuss the relative merits of the different areas in Canada. Suggest that some space visitors may require a cold place in which to land, or a large expanse of water, or perhaps a high altitude. This discussion could be extended into picture- or model-making activities, or story-writing.

3. Play The Name Game

   The children sit in a circle. The teacher starts by saying a name, for example, Bill. The next person must give a name that starts with the letter the first name ends with, for example, Leonard. The next person must then use "d", for example, Debbie, and so on around the circle. The object of the name game is to get all the way around the circle without an error.

4. Another activity could involve the use of animal names. Each child could join the names of two animals and illustrate the new animal. The rest of the class would then try to guess the name of the new animal from the illustration. The pictures could then be displayed with the new names.

   Examples: elegator is an elephant and an alligator
   giraphant is a giraffe and an elephant
   zebrapotamus is a zebra and a hippopotamus

Investigation II Land of the Trees

Understandings to be Developed

Some trees that grow on the west coast of Canada are larger than any that grow in other regions.

In the city of Vancouver, trees have been cut down so that buildings, roads, etc., can be built.

Trees are used in the construction of homes and other buildings.

The Indians on the west coast of Canada carved trees to tell stories about their past.

Three-dimensional symbols can be used to show features on a model of an area. A legend should be made to tell what these symbols mean.

Contents

Living with Nature, pages 46 to 52

Note: At this point, read the following pages of this unit to decide on the best way to approach Investigations II, III, and IV.

You could have:

a. three independent groups working on the Investigations simultaneously, with Investigation V as the culminating activity for everyone. Each of the three groups would report back to the class. You may want to use some of the ideas for group work suggested on pages T117 to T119 of this Resource Book.

b. the class working together on each investigation.

In either case, the unit in the booklet should be read by the class in its entirety before any of the activities is undertaken. During the reading of the unit, questions should be asked to ensure comprehension of the words and ideas that are used. Other discussion may also arise according to the special interests and needs of your class.

The purpose of Investigations II, III, and IV, i.e., finding a more appropriate name for Vancouver, should be continually brought to the attention of the class as they work through the activities outlined in the booklet and this Resource Book.

The Model of the Vancouver Area

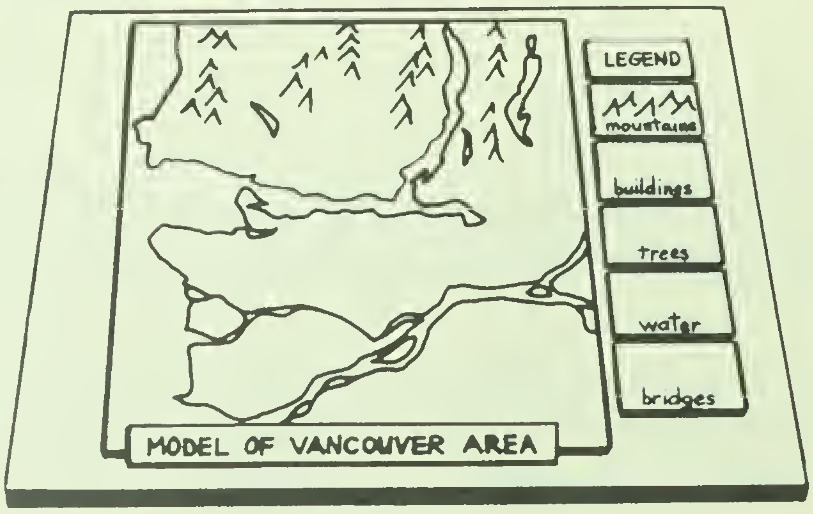
In each Investigation outlined on the following pages, suggestions are given for the building of a model of Vancouver and the land surrounding it, showing the sea, the land, and the trees. This model will serve as the focal point when discussing the unit concept of areal differentiation or physical patterns. Individual skills and concepts could be assessed by evaluating each child's explanation of the finished model. Alternatively, the teacher may wish to discuss the model with individual children as they are working on it. Use the map on page 62 of the booklet as the basis for building the model.

a. Begin making the model on a large table top. As an alternative, you could use a large sheet of masonite or plywood supported on unused desks. Place one or two large sheets of mural paper on the table or sheet of masonite and use this for your working surface.

b. Assist the children in making an outline on the mural paper of each of the features shown in the legend and on the Map of Vancouver Area on page 62 of the booklet. Have the children paint the colours within the outlines. This will serve as the basis for constructing a 3-dimensional model.

c. Begin making the model. Have the children decide what materials they will use to make the mountains, such as crumpled newspaper and *papier mâché*, egg cartons, etc. After the mountains have been made on the model, begin constructing a large 3-dimensional legend to show what each feature placed on the model represents. The first item in the legend could be a labelled sheet of construction paper with one or more mountains sitting on it.

Example:



d. Explain to the chidren that they will add the rest of the features to their model as they learn more about the Vancouver area.

Suggested Discussion and Activities

1. Have the children read silently pages 46 to 52. Test their comprehension by asking such questions as:

    "What did Captain Vancouver see when he came to this land?"

    "What kind of trees are they?" (have resource book available)

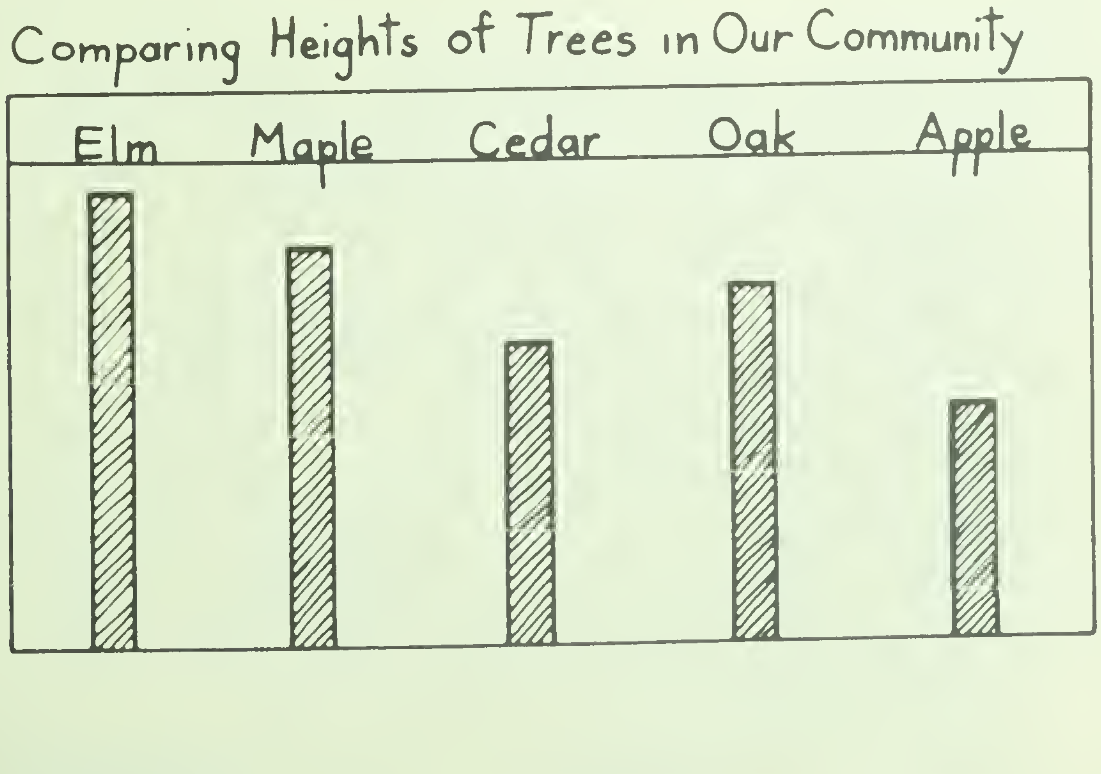
    "How did the Indians living here tell their stories?"

    "Who is the main character in the story told on the carving?" (Note that the photograph on page 50 is of a totem pole; the one on page 51 is a small carving which may someday serve as a model for a totem pole.)

2. Carry out the activities on pages 47 to 52. The following ideas may be helpful.
    a. Measuring the height of trees can be very difficult.
        i. Discuss with the class the problems involved in finding an accurate measurement. Introduce the term *estimation* to the class as a guess of size or distance. Make a "Guess-a-Graph" on your board for such things as the length of the board or the room, the height of the principal or the librarian, etc. Have the children prepare a chart which shows the guess and then the actual measurement.
        Example:

Guess - a- Graph		
	Guess	Real
chalkboard	3 metres	3 metres 6 cm
brush	10 cm	15 cm

        ii. The children could make a bar graph showing estimated heights of trees.



iii. Introduce the term *circumference* as the distance around a tree. Use a string to measure the tree. Then place the string on a metre stick and measure the length in decimetres or centimetres.

Here is a sample chart showing circumference of trees.

Tree Sizes in Our Community

Name of Tree	Circumference
Maple tree	60 cm
Pine tree	74 cm
Cedar tree	2 m

iv. Have the children compare the sizes of trees in their community to those of the trees on the west coast and discover that the trees there are the largest in Canada.

b. After completion of the photo study on pages 48 and 49, visit a lumber yard with the class (if possible) and collect small samples of lumber. Look at the various types of building materials and the size, shape, colour, and texture of the wood samples. On returning to the school, place the wood samples on a piece of plywood or some other sturdy material. Beside each tell its colour, perhaps the tree it came from, and what it may be used for. Also record the words that define texture: smooth, rough, hard, soft.

c. A construction site would also be an ideal place to visit (if possible) to see the actual construction of a building or house, and perhaps to interview the workers and tradesmen to discover all the necessary things that must be done to complete a house. Wood samples could also be collected here with the permission of the foreman or someone else in charge. (Of course, safety precautions should be thoroughly discussed before making any excursion from the school.)

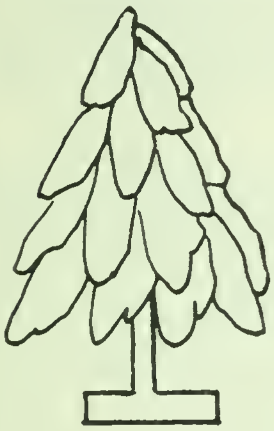
d. The wood samples collected could be used to make small houses and buildings by using Bondfast glue or small finishing nails.

3. The houses and buildings could then be placed on the appropriate place on the model of the Vancouver area. (See this Resource Book, pages T60 and T61). If it was not possible to acquire wood samples, the buildings could be constructed out of small boxes. Continue the 3-dimensional legend by placing one or more models of houses and buildings on a sheet of construction paper.

4. Note: Trees will not be dealt with here in great detail, because Unit 6, *The Tree Monsters: Corner Brook* examines trees very carefully. Suggestions are given in Unit 6 for excursions into the woods and activities for tree study. However, you may want to carry out some of the Unit 6 activities in this unit and then review and evaluate the children's knowledge of trees in Unit 6.

5. Trees should be made to place on the model of the Vancouver area. Using straws, Plasticine, green paint powder, and cotton balls, tree models can be made most effectively. Place the paint powder in a plastic bag, add a few of the cotton balls, and shake; remove the cotton

balls and paste on a piece of a straw. Insert the straw in a small piece of Plasticine for support.



These trees should be placed on the low mountains and in the parts of the city where trees grow. (See the map on page 62 of the booklet for their location.) Place samples of the trees on a sheet of construction paper for the legend.

6. Some of the children might be interested in finding out more about the West Coast Indians or the Squamish tribe who lived at the present site of Vancouver.

   Unit 8, *End-of-the-Earth People: Colville Lake* deals with a group of Indians living in northern Canada. Materials about Indians collected and reported in Unit 3 should be retained and used in the study of Native Peoples of Canada. (See this Resource Book, pages T134 to T140.)

   Background Information

   a. The community of Indians who occupied the Vancouver area were the Squamish people. In 1792, there were many tribes living along the coast and on the shores of the Fraser and Squamish rivers. The people lived independently in small groups or clans. The Squamish people were a sub-group of the larger Indian group known as the Coast Salish. Further information is available from:

      British Columbia Heritage Series, Series 1: Our Native Peoples —Vol. 1, Introduction to our Native Peoples, Province of British Columbia Department of Education.

   b. Have the children carry out the activity at the top of page 52. Encourage them to write stories and make totem poles that tell about people in the past.

Related Activities

1. Use an Indian legend such as *The Mountain Goats of Temlaham,* retold by William Toye, published by Henry Z. Walck, Inc., New York, to create a story in pictures.

   Each sentence of the legend should be printed on a strip of paper and numbered. The strips should then be distributed at random to the children. The children should be directed to draw a large picture about the sentence on their strip. In some cases, an explanation will be necessary. If the number of sentences does not match the number of children, combine some of the sentences or have some children do two, or divide some of the sentences. Some children could make the title page and be responsible for displaying the finished product, or help print the sentences on the strips. Upon completion of the pictures, the children stand in sequence and, in turn, read their sentences and show their pictures.

   Other Indian legends are suggested in Unit 8, pages T139 and T140 of this Resource Book.
2. The children might enjoy the Indian legends of Pauline Johnson, an Indian who wrote poems and stories about life in Vancouver. An investigation of her life might interest a group who are capable of independent research. They might learn about her work, her family, her Indian name, and where and when she was born.

Investigation III By the Sea

Understandings to be Developed

Vancouver is located on the Pacific Ocean.
Ships come to Vancouver from all over the world.
Fishermen catch salmon in the waters near Vancouver.
Fish and other goods are shipped from Vancouver to other parts of Canada and the world.
Pleasure boats, as well as large ships and fishing boats, make use of the waters near Vancouver.

Contents

Living with Nature, pages 52 to 57

Suggested Discussion and Activities

1. Have the children read pages 52 and 53. Set the time (1835) of the *S.S. Beaver.* "How long after Captain Vancouver did the *S.S. Beaver* come to the same harbour?" Other questions involving addition and subtraction could be asked.

Examples:
   a. "Captain Vancouver was born in 1757. How many years ago was he born?"
   b. "He came to Vancouver harbour in 1792. How many years ago was that?"
2. Read pages 54 to 57 and have the children discuss the questions and complete the activities.
3. On your table model, paint the sea (if this hasn't already been done). Make docks, freighters, sailboats, and fishing boats, and a model of the *S.S. Beaver* to add to the coastal area. Include these features in the legend for the model.

Related Activities

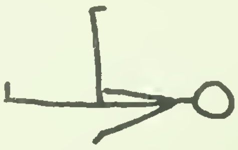
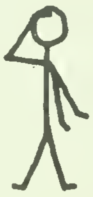
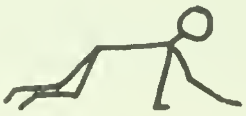
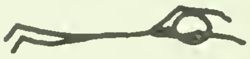
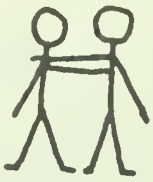
1. Study creatures of the sea. Convert one corner of the classroom into "The Sea."

   a. Cover the lights with blue tissue paper. (Check safety regulations first.) Suspend strips of green and blue crepe paper from the ceiling. On the walls hang stuffed fish, clams or turtles made from paper plates, kelp and seaweed, other sea plants and creatures. A similar effect could be achieved by making a bulletin board display. Have the children bring collections of seashells, stories, and poems about the sea. You may want to set up an aquarium.
   b. Each child could prepare a mini-project on a sea creature.
   c. Collect a small amount of money from each child and purchase some seafood—salmon, tuna, oysters, lobster, shrimp, scallops,

clams, octopus, eel. While enjoying the meal, each child could present his or her project about the food they are eating.

2. Investigate the history of shipbuilding and water travel, from the floating of a log and building of a raft to the development of the atomic submarine.
3. Children might enjoy the story of *Moby Dick*, by Herman Melville (Riverside Press).
4. Ships are identified by a flag on the mast. An investigation into the flags of other countries may interest your class.
5. The life cycle of the salmon is very interesting for student investigation.
6. Nautical terms would enrich the vocabulary of the children: bow, stern, starboard, port, fathom, knots, skiff, yacht, cruiser, etc.
7. Game: Yellow Submarine. The children stand in the gym and as you make the following commands, they must do quickly the activity called for. The last one to do so is out.

   Sample commands: bow, starboard, port, stern
   Introduce these four words in the first lesson. Discuss them as being parts of a ship. At each command, the children run to the part of the gym that represents that part of the ship.
   The second lesson includes these directions:

"Yellow submarine."		– on back, 1 leg up
"Captain's coming."		– salute
"Scrub the deck."		– on all fours, washing with hand
"Bomb's away."		– lie flat, cover head
"Man overboard."		– must save a person; if one person is left without a partner, he/she is out of the game.

Investigation IV Mountain Peaks and Canyons

Understandings to be Developed

The mountains that surround Vancouver give the city a special beauty.

In the past the mountains and canyons of this region made travel difficult.

Many people came to the region as a result of the discovery of gold in the 1880s.

It is difficult to build roads and railroads through the mountains.

Bridges are used to cross canyons and waterways.

Cable cars are used by tourists to view Vancouver.

Goldseekers were attracted to other parts of Canada.

People still look for gold and other minerals.

Mining is an important industry in Canada.

Contents

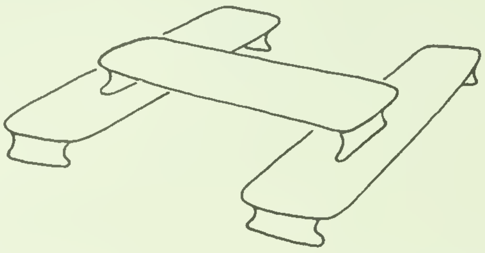
Living with Nature, pages 58 to 66

In Search of Buried Treasure (filmstrip and record band)

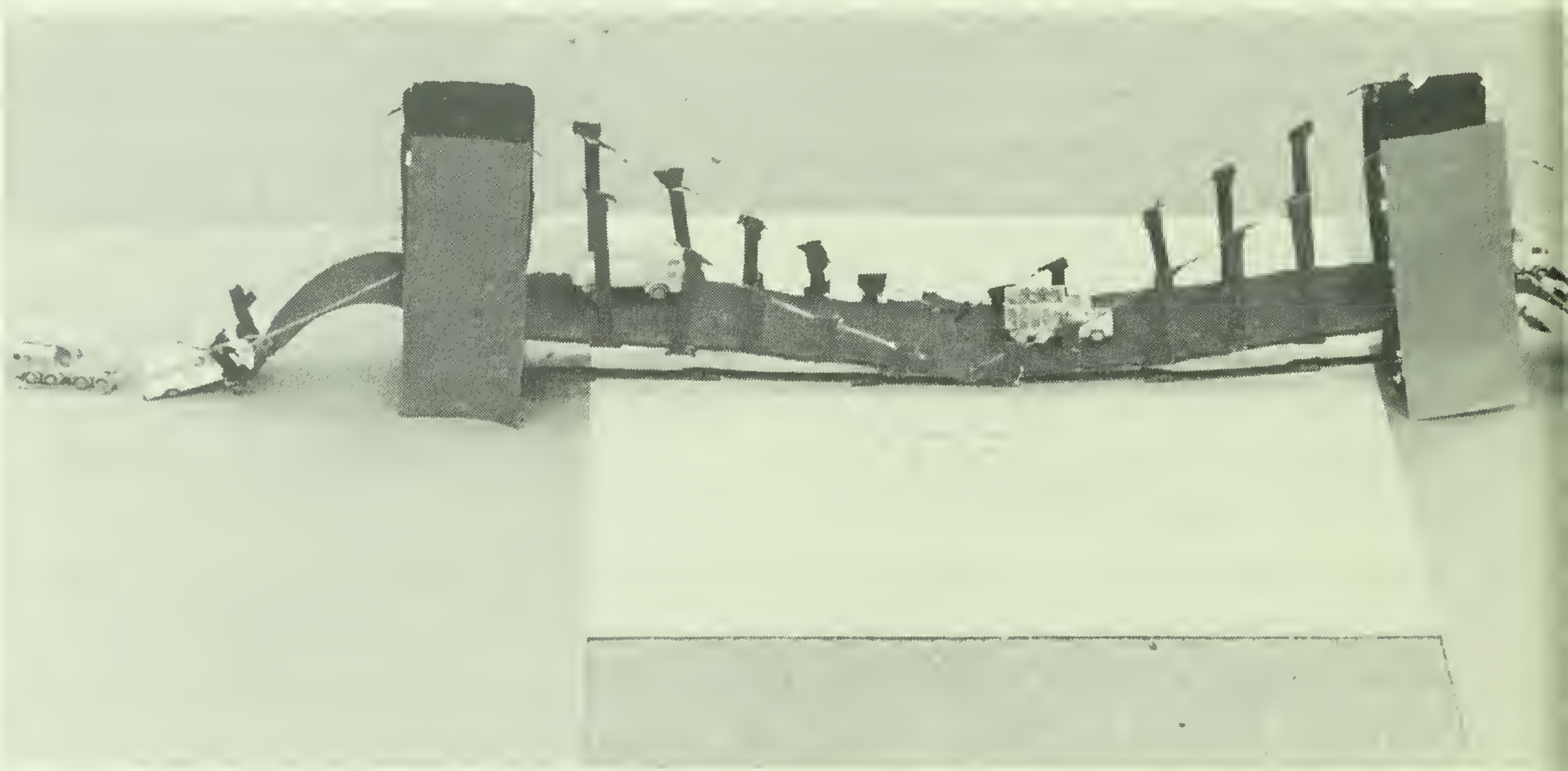
Suggested Discussion and Activities

1. Have the children read pages 58 to 66. Ask them such questions as: "Why did people want to travel to the mountains? What problems did they have? Why was the Cariboo Road important to the goldseekers?"
2. For the activity on page 61, clarify with the children the meaning of *pantomime*. Discuss some of the things they might show in their pantomime; for example: loading and carrying a backpack; travelling with a horse and wagon; getting a wagon over bumpy spots in the road; encountering a washout in the road; going over a suspension bridge; panning for gold.
3. Locate the Lions Gate Bridge and Capilano Suspension Bridge on the map of Vancouver on page 62. Then have the children find on the map other bridges and their names.
4. Examine the pictures of bridges on pages 64 and 65 with the children, and have them decide what they are used for.
5. Begin a list on the chalkboard of the bridges in or near the children's own community. If the bridges do not have names, make up appropriate ones, using street names or descriptive words. Examples might be "Queen Street Bridge" or "Narrow Wooden Bridge." Beside each bridge named in the list, show what the bridge is used for. Make sure the children realize that bridges can be used for people, cars, buses, trucks, and trains. There are a few places in the world where bridges are used to support a canal and boats can be seen travelling over a bridge. The children should also note that bridges often have a double use in that trains travel on one level of the bridge, while cars and other vehicles travel on another level.

6. The bridge relay might best be played in the gymnasium. Afterwards, have the children use balance benches as bridges. They could practise walking along a bench pretending it is a bridge. Then, support a plank or another balance bench between two balance benches to form a bridge for the children to cross. Be sure that the upper bench or plank is held firmly at each end by student helpers. Some children may enjoy crossing this new higher "bridge." Tell them to pretend they are crossing over a deep mountain canyon.
   Example:

   When they return to their classroom, have them tell how they felt as they crossed the "canyon."
7. Complete the last stage of the table model. Use newspaper, egg cartons, and Polyfilla or a flour, salt, and water mixture to shape the mountains behind the city of Vancouver. Introduce the terms peak, canyon, valley, and include these landforms when building the mountains.
8. a. The children could build miniature bridges to place on the model of the Vancouver area (see the map on page 62 for their locations), or larger models of bridges to be displayed nearby.
   b. Complete the legend for the model by placing one of the model bridges on a sheet of construction paper.



A.V. 9. **In Search of Buried Treasure (filmstrip and record band)**
This filmstrip relates some of the technical processes in locating and mining gold. Some historical methods are presented as well as modern methods. From the filmstrip the children will also gain an appreciation of the jobs involved in mining gold. The children will become familiar with another type of community in Canada.

a. Introduce the filmstrip to the children.

After reading pages 58 to 61 in the booklet, discuss with the class the problems of prospectors. A chart could be prepared to record their answers. The filmstrip may then be introduced as an additional source of information to complete the chart.

Question the class as to what the title "In Search of Buried Treasure" will be about.

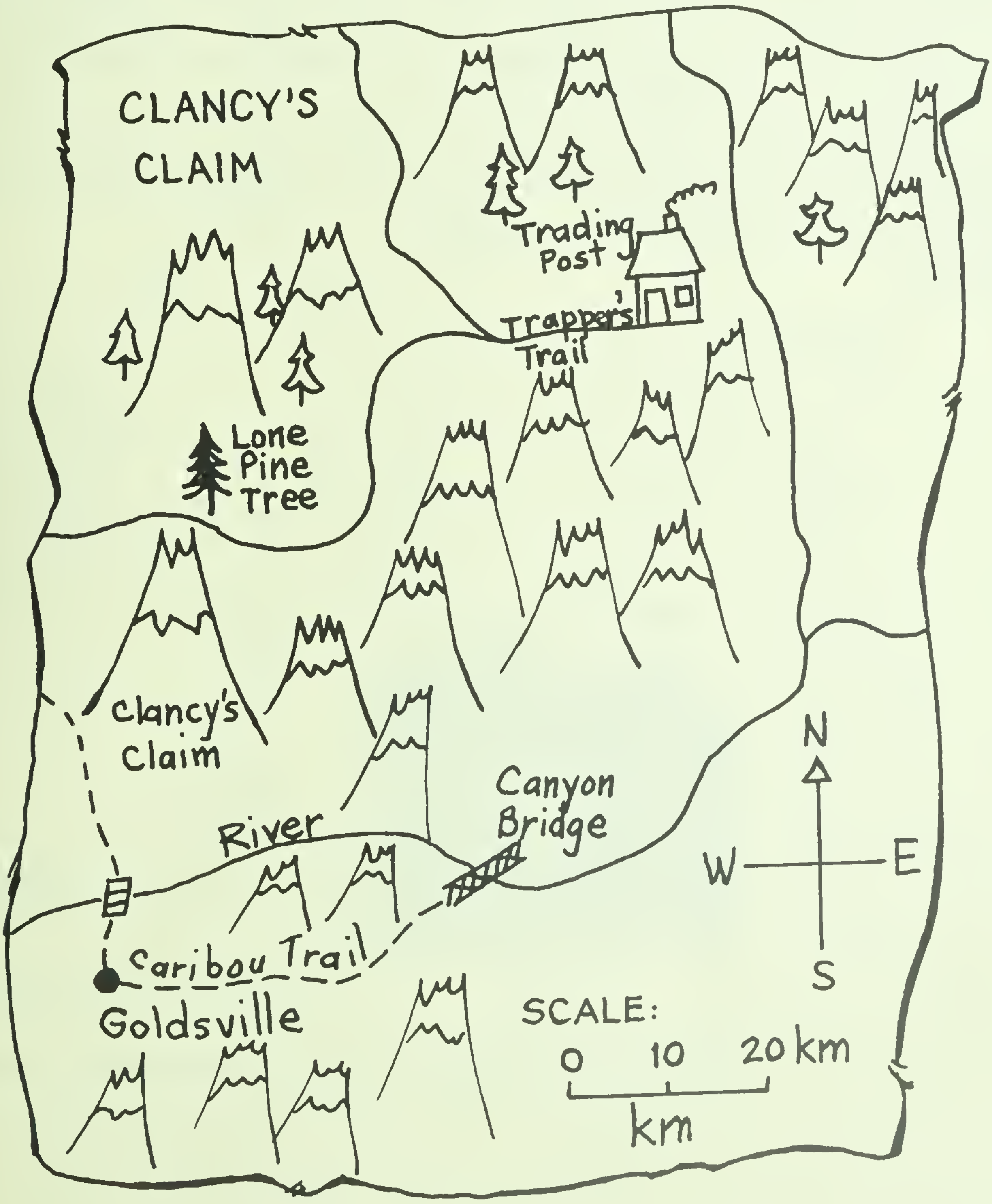
b. After viewing the filmstrip with the accompanying record, question to ensure comprehension, for example:

"What kind of men were the early prospectors?"
"How did they search for and find buried treasure?"
"How are gold deposits found today?"
"What machines help the miners?"
"How is the ore brought to the surface?"
"Why is gold important?"

c. View the filmstrip again without the record. Assign children to be the narrators, and tell about each frame.

d. *Follow-up to the filmstrip*

1. Give each child a copy of the following map.


CLANCY'S CLAIM
Trading Post
Trapper's Trail
Lone Pine Tree
Clancy's Claim
Canyon Bridge
River
Caribou Trail
Goldsville
N
W
E
S
SCALE:
0 10 20 km
km

Present these instructions to the children. Read them (to develop listening skills) or duplicate them (to develop reading skills).

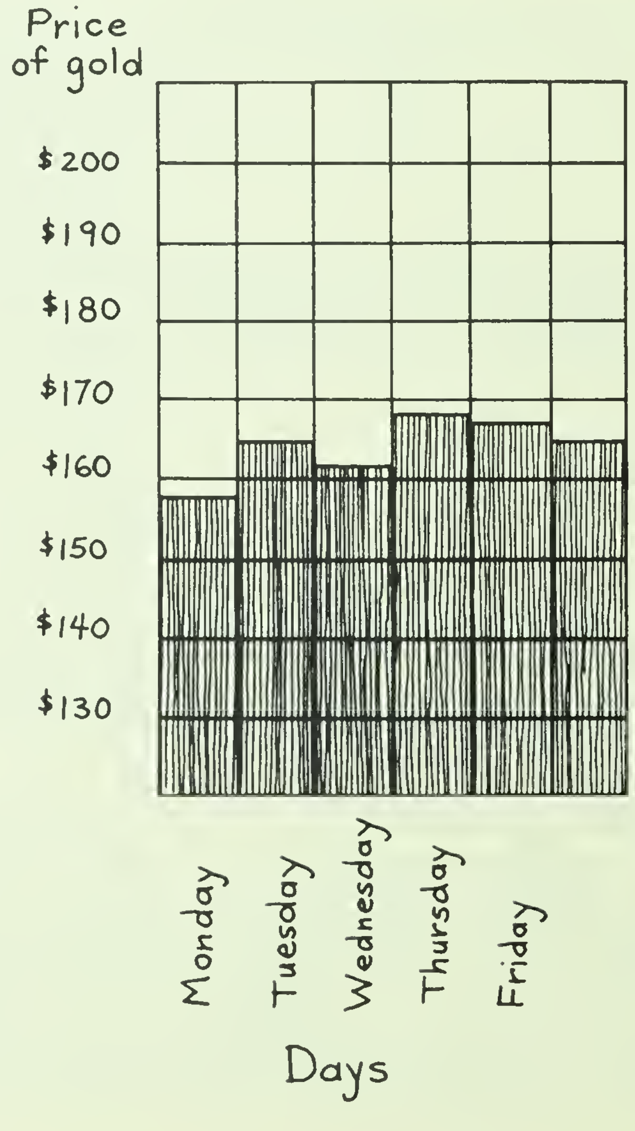
Clancy's Claim

(1) Clancy began his journey in Goldsville. Draw a cabin at Goldsville.
(2) He followed the trail for 35 kilometres and crossed the river at the Canyon Bridge. Put a red X on the bridge.
(3) Clancy saw four large evergreen trees beside the bridge. Draw these on your map.
(4) As he headed up the river, Clancy came to a fork. Put a circle around the fork in the river.
(5) Trappers brought furs to the trading post. Clancy saw a rabbit here. Draw a rabbit north of the Trading Post.
(6) At the Lone Pine Tree were three large boulders. Draw the boulders to the west of the tree.
(7) When Clancy arrived at his claim, he built a cabin on the east side of the mountain. Draw a picture of Clancy's cabin.

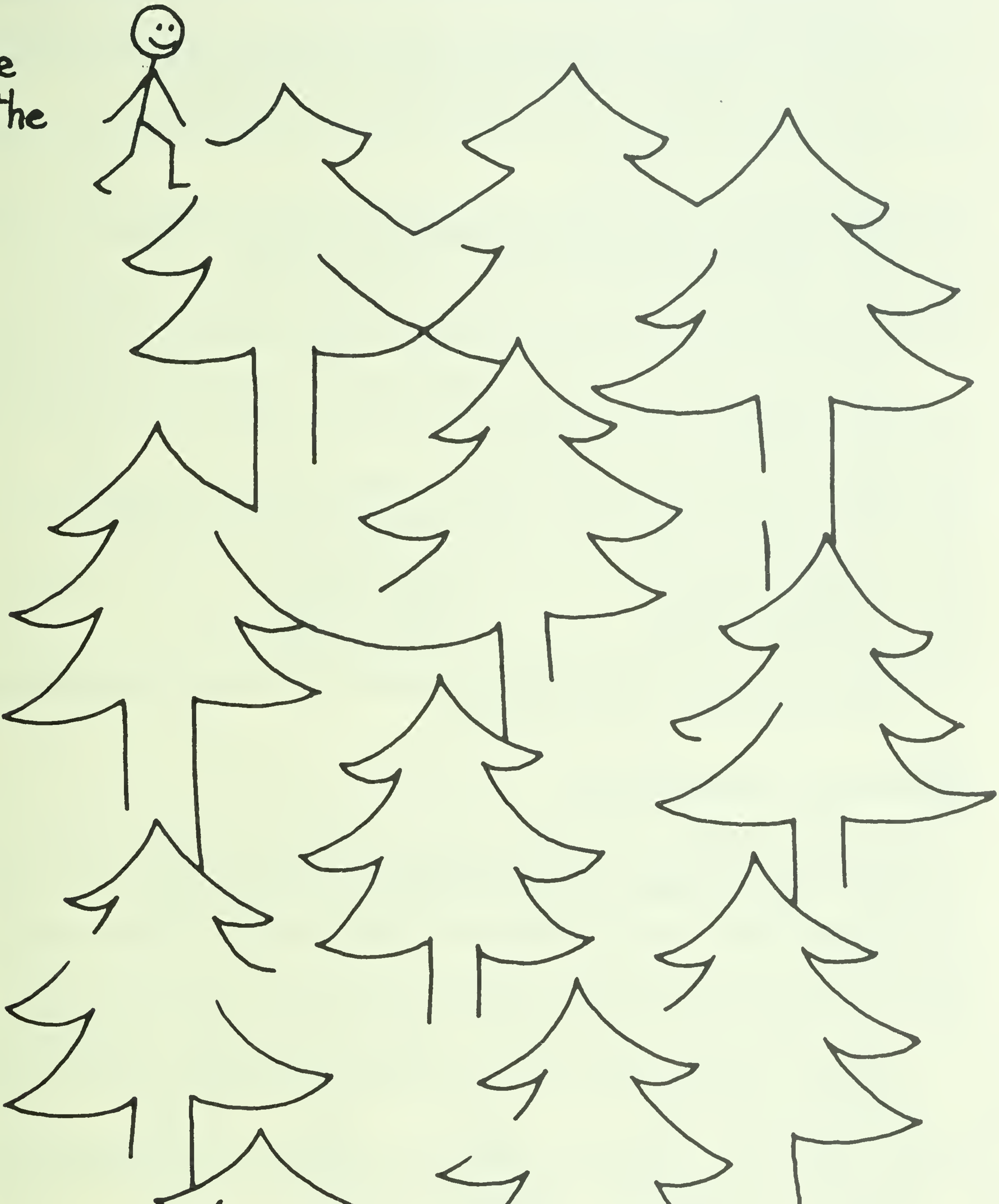
2. Mazes could be duplicated so that each child could trace the route to the mine. Children may try to make their own mazes to exchange with classmates. See opposite page.

3. The fluctuating gold standard may serve as a series of mathematics lessons on graphing. Develop communications with the head office of your local bank. Children may make daily or weekly calls to the bank to discover the price of gold per ounce. It should be noted that gold is traded internationally in troy ounces, not metric grams. Due to supply and demand, the price of gold fluctuates in an irregular pattern. It may be stable for a period or fluctuate rapidly.

Sample graph:



nd the
te to the
ne.



name is

________________________.

4. a. Have the children collect pictures and make a montage of items made from gold.
   b. Invite a dentist to visit your class to describe how he uses gold for fillings. This may lead to a lesson on care of teeth.
5. The children may be interested in finding out about the use of gold as the basis for our money.
6. Some children might enjoy working on independent research topics on other important minerals in Canada. A separate display area in your room called "Buried Treasures" could be made.
7. Take the children for a walk in a park, ravine, or field to hunt for "nature's treasures." Remind them to take only things on the ground, never a live plant or animal. Organize and classify the treasures. Each child should be encouraged to tell or write why he thought his object was one of nature's treasures.
8. Have the children search for interesting stones and bring them to class. They could be organized under the following classifications:

   smooth or rough
   large or small
   colourful or drab
   hard or soft
   shiny or dull
   heavy or light

   (Larger rocks, if sanded lightly, washed, painted and shellacked, make interesting gifts as paperweights.)

Related Activities

1. The Cariboo Wagon Road has been called the Eighth Wonder of the World. Discover the other Seven Wonders of the World.
2. Find pictures of and information about famous bridges around the world.
3. Prepare an investigation of spiders and their bridge-like webs.
4. Read *Ghost Town Treasure* by Clyde Robert Bulla (Scholastic Book Services, 1957), to find out what happens to mining towns when the gold runs out.
5. A "Minerals of Canada" chart and samples are available from Gulf Oil Canada Limited for a small fee.

Investigation V Name the City Contest

Understandings to be Developed

The main natural features of Vancouver and the surrounding area are the trees, the sea, and the mountains and canyons.

Information about these natural features can be organized into patterns.

Patterns in our own community can be discovered by gathering and organizing information.

These patterns often suggest appropriate names for the community.

Contents

Living with Nature, pages 66 and 67

Suggested Discussion and Activities

1. Briefly review what the three main natural features of the Vancouver area are (trees, sea, mountains and canyons) and have the children recall some of the important things they have learned about each feature. It may be helpful to refer to the booklet and the tabletop model at this point.
2. Have the children read Activity 1 on pages 66 and 67, making sure they understand all the words and phrases in the list. Place the three headings on the chalkboard and have the children suggest at least one word for each heading. Be sure they realize that some words may belong to all three headings because they tell about the trees, sea, and mountains.

   If the children are able to do the activity individually, have each child make up the three lists himself. Then the children could take turns filling in the chalkboard lists, giving reasons for their choices. As an alternative, if the class works well in groups, provide each group with three large sheets of paper with one heading on each. Divide the work among the children in the group so that two or three children are responsible for each list. Where possible, let each child choose the heading he or she would like to work on. Encourage the children to compare, question, and discuss their reasons for the placement of the words.

   When the activity is completed, have the class go on to suggest other words and phrases that could be added to the lists.
3. In order to give Vancouver a new name, the children will need as many words as possible that relate to the trees, sea, and mountains. Have the class suggest as many as they can. Words from the following lists could be introduced by the teacher if they would be helpful to the children. Have the meaning of each clarified and discussed by the children. You may want to add other headings to stimulate their thoughts.

trees	*mountains*		*sea*	*beauty*	*size*
timber	mount	cliff	ocean	beautiful	depth
wood	canyon	crest	water	view	gigantic
redwoods	heights	crag	harbour	fair	enormous
forest	giant	towering	marine	splendour	massive
woodland	head	lofty	great water	splendid	grand
park	ridge	crown	salt water	magnificent	mighty
	peak	soaring	deep	pleasant	majestic
	highland	cap		sparkling	huge
					immense

After the class has developed several suitable lists of words with which to work, have each child think of at least one new name for Vancouver that includes trees, sea, or mountains in its meaning. This could be done during a class period or could extend over several days in which the children place names in a box as they think of them. If the teacher prefers, the children could work in small groups to decide on appropriate names. When all the names have been submitted, they could be posted and the children could vote for their favourite names.

4. Activity 3 enables the children to apply to their own community some of the ideas they have developed about areal differentiation. In order to perceive some of the distinguishing patterns in their own community, obtain some aerial views of the community and have the children examine them for patterns, such as forested areas, industrial areas, residential areas, etc. If this is not possible, take the children to a tall building or height of land which gives them a good view of the community. Information or pictures about the community gathered in Units 1 and 2 may also be helpful here. A list of local products and industries may give further ideas for suitable names. Related words could be developed in a manner similar to that used in the previous activity. Have the children make up new names for the community. Once again this could be done either individually or in groups. After voting on their favourite, have the children discuss whether they like the new name as well as the real name.

Related Activity

The children could choose some of their favourite places, such as parks and holiday areas. After deciding what some of the significant features of these places are, they could invent new names for them. Build a class list showing the real names and the new names created by the children.

UNIT 4 GATEWAY TO THE WORLD MONTREAL

The Basic Concept: Globalism

Marshall McLuhan has aptly defined the world we live in as a global village. The concept of globalism involves an understanding of our world and an appreciation of global relationships. This enables us not only to view information with a global perspective, but also to determine how we fit into the total scheme of things.

Unit 4 investigates trade as an important facet of global relationships.

The Unit Content

In this unit the child meets Mr. Cocoa Bean and his friends, who tell about their arrival in Montreal from other parts of the world. The characters are made into candies in a factory in Montreal and then sent to other parts of Canada and the world to be sold. The children investigate the trading relationship between their community and other Canadian and world communities.

Investigation I Meet Mr. Cocoa Bean and His Friends

Understandings to be Developed

Trade today usually involves the exchange of money for goods.

Each food needs a certain climate to grow.

Montreal gets food from many other communities around the world.

Goods produced in various countries are important to other countries around the world.

Various kinds of transportation are used to carry food and people from one part of the world to another.

Contents

Gateway to the World, pages 6 to 17
V. Canada (fold-out map)
V. The World Game (game print)

Suggested Discussion and Activities

Introduction to the Story

1. Have the children name their country of birth. With children who were not born in Canada discuss specifically:

a. the distance of the country where they were born from their present community,
b. how they got to their home in Canada,
c. types of food available in the country of their birth,
d. the kind of money used there.

A.V. 2. Canada (fold-out map)

a. "In this story we will meet several friends who have come to Montreal from different parts of the world." Use the Canada map in the Audio-Visual Kit, as well as a globe, to discuss
   i. Montreal's location,
   ii. ways to get there,
   iii. Montreal's climate.

b. Refer to pages T15 to T20 of this Resource Book for further ideas for using the map of Canada during this unit. Choose several objects of different values; for example, hockey cards, a rubber ball. Ask the children, "What will you trade me for this?" Discuss bartering as an old way of trading. Introduce the activity, A Fair Trade. Make up two lists of objects, in columns side by side. Have the children draw a line from an object in one column to an object in the other that they think has about the same value.
Example:

Column A	*Column B*
a book	a new bed
a TV set	30 hockey cards
50 marbles	a box of chocolates
new shoes	colouring pencils
a Popsicle	a bottle of pop
a warm scarf	a comic book
a game of checkers	a toboggan
a chocolate bar	3 apples

The children should have a variety of answers. Discuss who is correct. This should lead to the conclusion that barter involves many problems.

"Let's read about Mr. Cocoa Bean and his friends. What type of trading was used to bring them to Montreal?" Read the story on pages 6 and 7.

Learning about Trade Today (pages 8 and 9)

1. The children should have as much experience as possible, in neighbourhood stores, learning how money is exchanged for goods. Allow children to complete the three activities in the booklet on their own. A minimum of direction is required and answers should come through actual experiences in the stores. The children could go to the stores after school on their own or with their parents. An alternative would be to take them during school hours. In this case, it would be helpful to have parent volunteers.
2. For Activity 2, here are two money charts that the children could

make to show the size and colour of each bill and coin and the pictures on each:

Bills	Colour	Pictures on Back and Front	
one			
two			
five			
ten			
twenty			

Coins	Size	Colour	Picture on Back
1¢ cent			
5¢ nickel			
10¢ dime			
25¢ quarter			
50¢ fifty-cent piece			

Related Activities

1. Read and discuss the story *Jack and the Beanstalk*. Refer especially to the barter activities that occur in the story.
2. Set up a class trading centre. Items such as cards, tins, and candy can serve as excellent trading items. Be sure to vary the "storekeeper" and the coins and bills that are used.
3. Encourage children to play games involving money. A simple version of *Monopoly* could be created.
4. Make up activity cards involving money. Example: make 41¢ using

four coins. Create as many activities as possible that require the children to make change.

5. Some children may enjoy learning about money from other countries. Indicate the value of each coin in Canadian money. Local banks could provide up-to-date information. Children interested in this topic may enjoy a visit to a neighbourhood bank to examine different coins.
6. Children will enjoy creating and acting out situations involving trade. Introduce this activity by having them dramatize part of *Jack and the Beanstalk*.

Meet Mr. Brazil Nut (pages 10 and 11)

1. a. Prepare the children for this part of the story by talking in general terms about various regions and their temperatures.
   Examples: North Pole—very cold
   Where We Live—hot summers; cold winters
   Equator—very hot
   South Pole—very cold
   Use a globe to help the children locate these regions.

   b. Discuss
      i. the factors that make plants grow well,
      ii. the regions that are best for growing plants.
2. Read the story of Mr. Brazil Nut on pages 10 and 11. Have the children decide in which regions Montreal and Brazil are located. Then discuss why Brazil nuts cannot grow in Montreal.

Montreal Needs Other Places (page 12)

1. In the unscrambling activity, tell the children that the first letter is in its correct place in each word. If you think this activity is too difficult for some of the children, give them a list of place names spelled properly and include the place names from the booklet. Then have them complete the unscrambling activity. Encourage children to find other fruits, vegetables, and places they grow, so that they can test their classmates with similar unscrambling questions.
2. In the second activity, the children should also have a chance to do some planting and caring for plants on their own. To help them answer the question more quickly, the children should consult their neighbourhood hardware merchant, a farmer, or a nurseryman.
3. Discuss with the children where the fruits and vegetables in the grocery store come from
   a. in the winter,
   b. in the summer.

Related Activities

1. Guest speakers such as farmers or gardeners can help the children to understand the growing process of plants.

2. Some children may like to pursue a unit on weather, using instruments such as rain gauges, thermometers, and barometers. Have these children make and record their daily weather predictions for future verification. Check the local newspaper for temperatures for Brazil and home. Keep comparative graphs.

Meet Mr. Walnut and Mr. Cashew (pages 13 and 14)

Have the children read pages 13 and 14. Discuss with them the methods of transportation that Mr. Walnut and Mr. Cashew used to travel to Montreal. Why were they so uncomfortable? Use this reading and discussion to lead into the activities that follow.

Making Our World Smaller (page 15)

1. Write on the chalkboard the four main headings in Activity 1. Record the types of transportation the children sketched for each kind of trip.
2. For Question 2, have each child choose a means of transportation. Group the children according to common interests. Allow time for the groups to research information using the telephone, books, filmstrips, personal contacts, etc. Then have the groups present information to the class. Role playing is one method of presentation they may want to use. Photographs, films, diagrams, murals could also be used.

Related Activities

1. Visit transportation depots such as the railway station or the airport. Stress the fact that these handle goods as well as people.
2. An interesting activity can commence with a study of the wheel—a basic machine.
3. Create a bulletin board display under three main headings—Land Travel, Air Travel, and Water Travel.
4. Invite guest speakers such as a truck driver, a pilot, a railway engineer into the classroom to discuss their work and the vehicles they use.

Meet Mr. Cocoa Bean (page 16)

Discuss with the children the growth of the cocoa tree, relating facts from the story. The following may be of interest in presenting a more complete picture:

> The cocoa tree thrives only in hot, rainy climates.
>
> The principal cocoa-producing countries are in Central America, South America, and Africa. Laura Secord imports all its cocoa beans from Ghana and Nigeria.
>
> Young cocoa trees are planted beside banana trees because they require a lot of shade.
>
> The trees start to bear fruit after five years.
>
> In Ghana and Nigeria, the pods are harvested from September to February.

All Aboard for Montreal (page 17)

1. a. Have this section read briefly, then discuss with the children the legend that appears on the map. For example, ask where Mr. Cocoa Bean once lived and have the children locate the number on the legend and the map that indicates Cocoa Beans and their source. Proceed similarly for the other nuts. The teacher may wish to point out that there are other places where these nuts are grown but that the places shown on the map are the principal sources for the Laura Secord company.
   b. Have the children locate the places on a globe or world map and name them.
2. Establish with the children the location of north, south, east, and west on the map in the booklet and the major bodies of water and land shown. Then have them answer the questions below the map.

A.V. **3. The World Game (game print)**

Introduce the children to The World Game in the Audio-Visual Kit. This game introduces the children to six continents and some or all of the countries within those continents. As well as the incidental teaching of the terms continent and country and the location of the six continents and some or all of the countries within each continent, the children are made aware of one global contribution of each country, which is shown on the game board. Explain the instructions for playing the game as outlined on the back of the game board.

Investigation II *Montreal Helps Other Communities*

Understandings to be Developed

Chocolates are one product made in Montreal.

Montreal sends products to other parts of Canada and the world.

A factory in your community may produce a product that is sent to other parts of the world.

There are many steps in making a finished product from the raw materials.

Contents

Gateway to the World, pages 18 to 25

Suggested Discussion and Activities

Making Chocolate (pages 18 to 23)

1. Have the children observe carefully the major steps in making chocolates shown on pages 18 to 23. Stress the fact that each step is important for the production of good chocolates. The children must also be aware of the logical order of the steps.

2. To give the children a related experience, have them make chocolate fudge in the school kitchen. Since only a small group at a time could work at this, parent volunteers would be of great help in this activity.

Chocolate Fudge

Ingredients

2/3 cup evaporated whole milk
1 1/3 cup white sugar
1/2 teaspoon salt

What to Do

Put ingredients in saucepan.
Heat to boiling, stirring occasionally.
Cook 5 minutes, stirring constantly.

Add

1 1/2 cups marshmallows
1 1/2 cups chocolate chips
1 teaspoon vanilla
1/2 cup chopped nuts
Stir until the marshmallows melt (one or two minutes).
Pour into a buttered square cake pan.
Cool. Cut into squares.

3. Background Information About Chocolate

Chocolate is a mixture of ground cocoa beans, sugar, and cocoa butter (pressed from cocoa beans). Milk is an ingredient of milk chocolate.

Cocoa beans grow on trees in pods approximately 20 to 25 centimetres (eight to ten inches) long. When the pods are ripe, they are cut from the tree and the beans are removed, piled on banana leaves, and left to ferment. After a period of fermentation, the beans are dried and bagged for export.

After the beans arrive at the Laura Secord plant, they are cleaned to remove stones, sticks, leaves, etc. (See photo page 19 top left.) They are then roasted to develop the chocolate flavour. (See photo page 19 right.) The thin shells of the beans are cracked off and blown away in a machine called a winnowing machine. The centre of the bean is called the nib. The nibs are collected and ground to produce chocolate liquor. (See photo page 19 bottom left.) This chocolate liquor is sometimes sold as baking chocolate for use in cooking.

To make chocolate, cocoa butter, pulverized sugar, and chocolate liquor are mixed together. (See photo page 20.) Milk powder is added to make milk chocolate at Laura Secord's. The combination of these ingredients produces a paste which is passed through giant roll mills called refiners. The refiners crush any particles of sugar or chocolate liquor so that a fine smooth product, called flake, is produced. The flake is then mixed in a machine called a conche for between 16 and 72 hours. (See page 21 top.) The conching process improves the flavour of the chocolate and makes the chocolate smoother and more fluid. After conching, the chocolate is ready to cover various flavoured centres, to make an assortment of chocolates that you buy in the store.

Recently Laura Secord's chocolate making has been centralized at its Toronto studio; the chocolate is now shipped to Montreal to make chocolates.

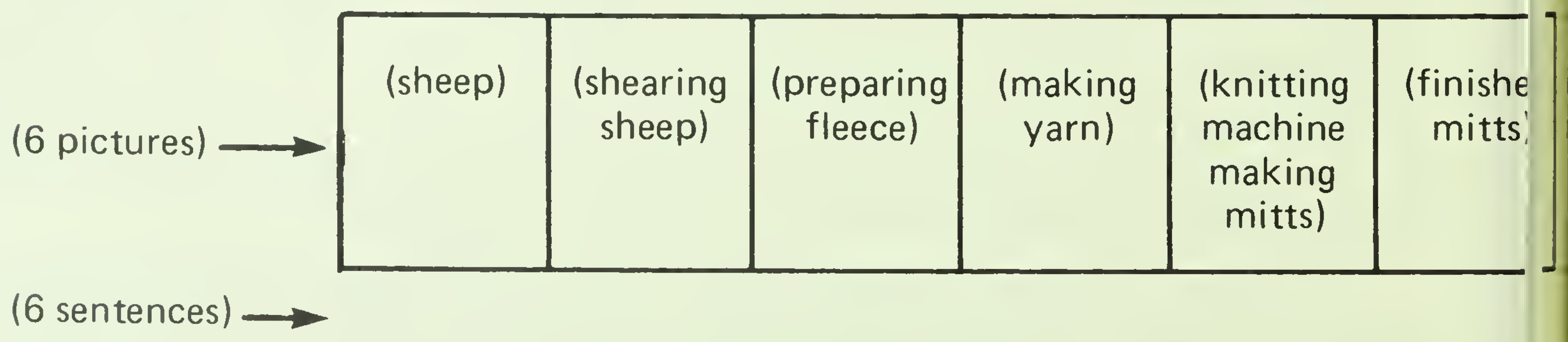
Montreal Helps the World (page 24)

1. Discuss with the children the activities in the booklet.
2. Distribute outline maps of the world and do one or two examples of the first activity with the class. Review the use of a legend. Be sure the children know how to use different colours to show the country each product goes to. You may wish to explain to the class that the products sent abroad are called exports.
3. Make arrangements for the class to visit a store to discover products made in Montreal. If parent volunteers are available, the class could be divided into five groups and each group could investigate one section of the store; for example, furniture, crafts, gift items, notions, clothing. If a class visit to the store cannot be arranged, the children could report information they have gathered while shopping with their parents. Begin a cooperative list of products made in Montreal.

Your Community Helps the World (page 25)

1. The children should have the opportunity to tour their community to find and locate factories on the map of their community. (See Unit 2, page T46 of this Resource Book, for a description of this map.)
2. If the children visit a factory, they should be prepared to make a mural or series of pictures to show how the product changes from the raw materials to the finished form. To prepare for this mural, divide the class into five or six groups. Each group is responsible for one step in the production. One or two sentences of explanation should be included for each step.
   Example:

Making Woollen Mitts



3. Discuss other things that are grown or produced in the child's community. The following questions will help you to guide the child to see the trading (global) contribution of his own community.
   a. What other things are grown or produced in our community?
   b. What factories or companies produce these things?

   c. Are all these products used in our community?
   d. Are some products sent to other places?
   e. Where are these products sent?
   f. How does this help our community?
   g. Does this make our community important to the world? How?
4. The children should also be aware that other communities help their community. The following suggestions could help in this understanding.
   a. Review items discovered on page 12 relating to types of fruit and vegetables that came into their community. "How can we find out what other things we get from other communities?"
   b. Have each child bring one product from home that came from another community. Use a world map to show where each product came from. Have each child make a symbol for his or her product and place it in the appropriate place on the map. "How does this make other communities important to your community?"
5. Review the terms *import* and *export*. Have the children choose one term as the theme for a picture booklet. Encourage the children to get pictures from magazines and newspapers to complete their booklet. Organize the booklet into continents so that the children see that all parts of the world help them.

UNIT 5 JE SUIS CANADIEN QUEBEC CITY

The Basic Concept: Spatial Interaction

An ever more complicated network of interrelationships, both natural and human, is evolving in the world today. Interaction between nations, between regions, and even within small communities is accelerating because of advances in transportation and communication. Changes in natural phenomena also affect our way of life and our environment. It is important to be aware of these spatial interactions in order to gain a better perspective of the world today and to predict the effect of any actions and changes on the global way of life.

In Unit 5 the children examine the experiences of a child who travels to another community and learns to communicate with people in another language. They also learn to interact with each other in this language.

The Unit Content

In Unit 5, the children are made aware of many of the historical attractions in Quebec City. Through photographs, they share the excitement of le carnaval de Quebec.

The children also experience some of the difficulties involved with learning another language. They read signs, learn to play games, sing songs, and perform other activities in French. The activities in this unit are designed to let the children have fun with another language and perhaps learn a few words from that language. It is not intended that they achieve proficiency in the French language.

Many of the French words introduced in this unit and the song, Le Bonhomme, are on the record in the Audio-Visual Kit. Any part of this record may be retaped for the use of small groups. A glossary which gives the English meanings of the French words in the text is provided at the end of the booklet.

If you are not familiar with the French language, you could

a. ask the assistance of bilingual children or parents, or children in the school who are studying French,

b. have a French-English dictionary available to help you with unfamiliar words and pronunciation,

c. use such programs as the "World Foreign Language Record Series,' produced by the World Publishing Company, 2231 West 110th Street Cleveland, Ohio 44102.

Investigation I Une visite à Québec

Understandings to be Developed

There are many interesting tourist attractions in Quebec City.

French is the main language in Quebec City.

Our modern methods of communication help us to know more about people everywhere.

Contents

Je suis canadien, pages 26 to 29, 52 and 53

Canada (fold-out map)

Suggested Discussion and Activities

1. a. Set up an interest centre including books, filmstrips, pamphlets, booklets, photographs, etc., that show Quebec City, at least a week before beginning the story in the booklet. Prepare an activity card for the display.
   Example:

   DISCOVER PLACES
   PEOPLE IN QUEBEC CITY
   EVENTS
   THINGS

   b. Allow the children to browse at the interest centre during their spare time. This will enable them to familiarize themselves with some points of interest in Quebec City. Mention that you are going to quiz them on what they discover.

2. After the children have had ample time to investigate the display of Quebec City, prepare four word cards:

   PEOPLE PLACES EVENTS THINGS

   Stick each word card to the chalkboard with Plastitak or masking tape. Then, quiz the children for words (in English) which they discovered from the Quebec City display. Ask the child who discovered a word to print the word on a card and stick it below what she or he thinks is the appropriate heading.

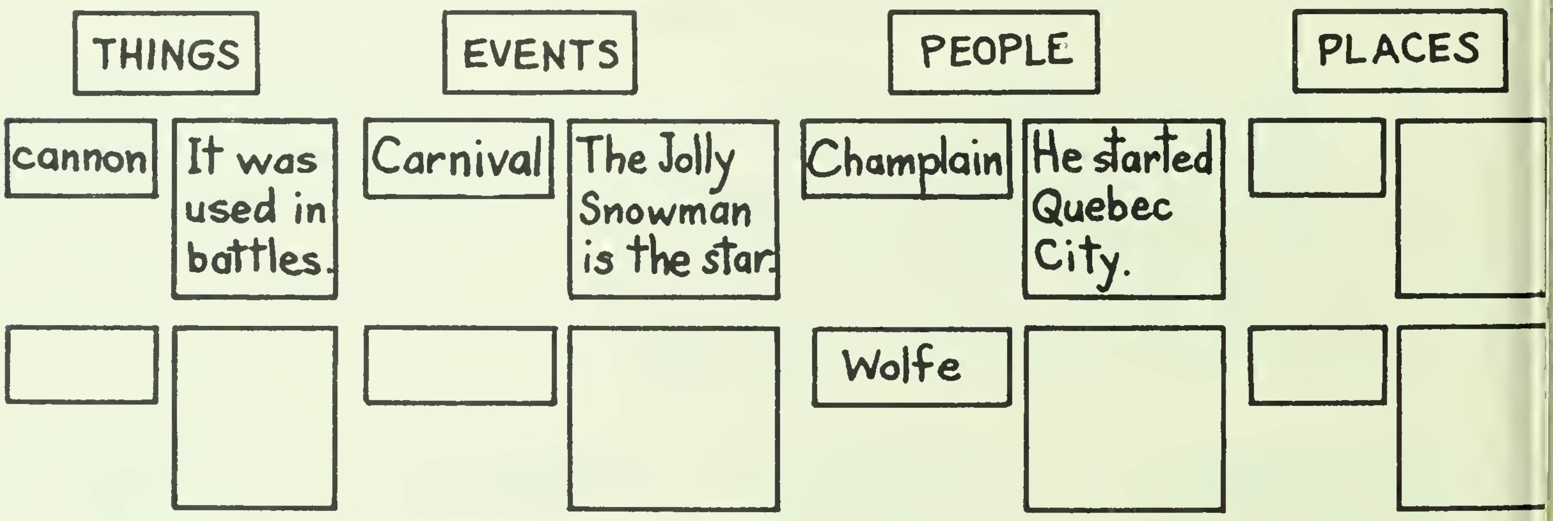
3. Canada (fold-out map)
   a. Include the Canada map in the Audio-Visual Kit in the interest centre. It could be placed on the wall behind the display of materials. Stick a large label for Quebec City on the map. Discuss the location of Quebec City in a French-speaking province. Also point out that the Quebec Carnival is a popular event with people in Canada and

the United States. The French culture and the reliability of winter snow and ice attract many people to the city at Carnival time.

b. After reading the story, the children may want to make cut-outs of the characters and display them on or around the map. (See page T20 of this Resource Book.)

Pages 26 to 29

1. Have the children glance quickly through pages 26 to 29 of the story to examine the format. They may compare it to the comics in the weekend paper or a comic book. Be sure they understand that the bubble points to the person who is speaking.
2. Challenge them to find other words on these pages which would fit under the four headings on the chalkboard. As words are mentioned, follow the same procedure as outlined in Activity 1 above. If a word card is stuck under the wrong heading and its placement is not questioned by the other children, leave it there for the present.
3. Determine the meaning of each word. Supply your class with work sheets slightly larger than the word cards. Have them work individually with one assigned or chosen word, or in groups with several assigned words, and illustrate or print a sentence to clarify the meaning of a word without using it in the sentence. They may use dictionaries, encyclopedias, the Quebec City interest centre, the story, etc. As the meanings are shared, question the placement of the word cards under the headings. Rearrange where necessary. Stick the meaning beside the word. The display might look something like this.



When this word-and-meaning activity is completed, the word cards and meaning sheets can be used as a matching game—match the word with its meaning.

4. Have the children play the role of reporters who are travelling to Quebec City to prepare a news story about why people visit Quebec City. Have the children decide which group they want to join—television reporters, radio reporters, or newspaper reporters.

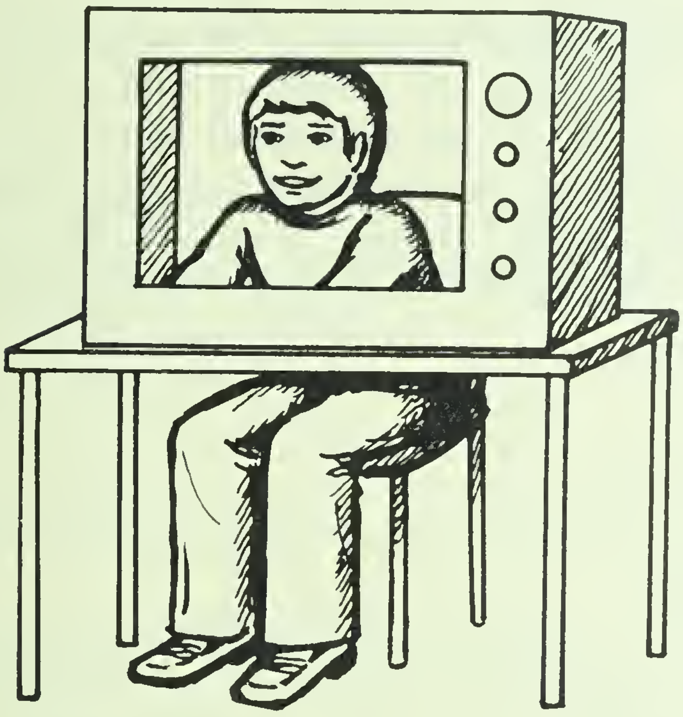
Preparation

Each group will prepare according to its needs. Here are some ideas.

Group 1—Television Reporters

Write an interesting news story that can be read fluently. Make a TV set out of a large box, then sit behind it to give the report. Make pictures to fit into the "screen" of the television box.

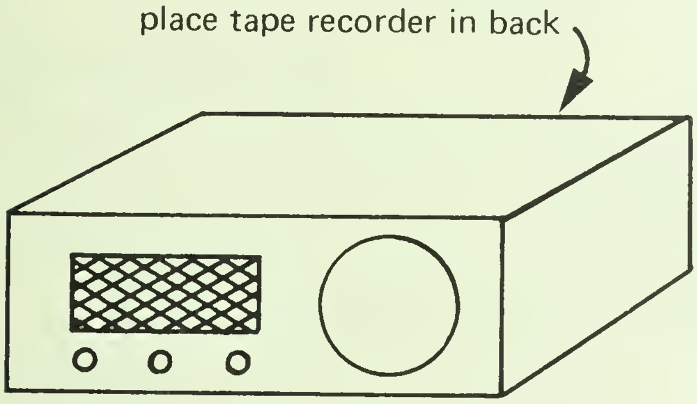
Group 1



Group 2—Radio Reporters

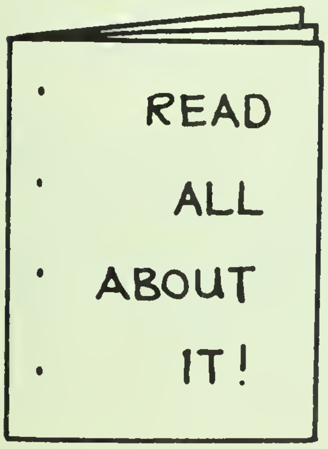
Build a radio out of a cardboard box. Record news stories on a tape recorder. The tape recorder can then be placed inside the cardboard box radio to give the effect of a radio broadcast.

Group 2


place tape recorder in back

Group 3—Newspaper Reporters

Write a story and make pictures. Organize the stories and pictures into newspaper form. This group may want to duplicate their "newspaper", stapling the pages together and distributing a copy to each child in the room.



Remind all three groups that

a. each reporter in the group must tell about something different,

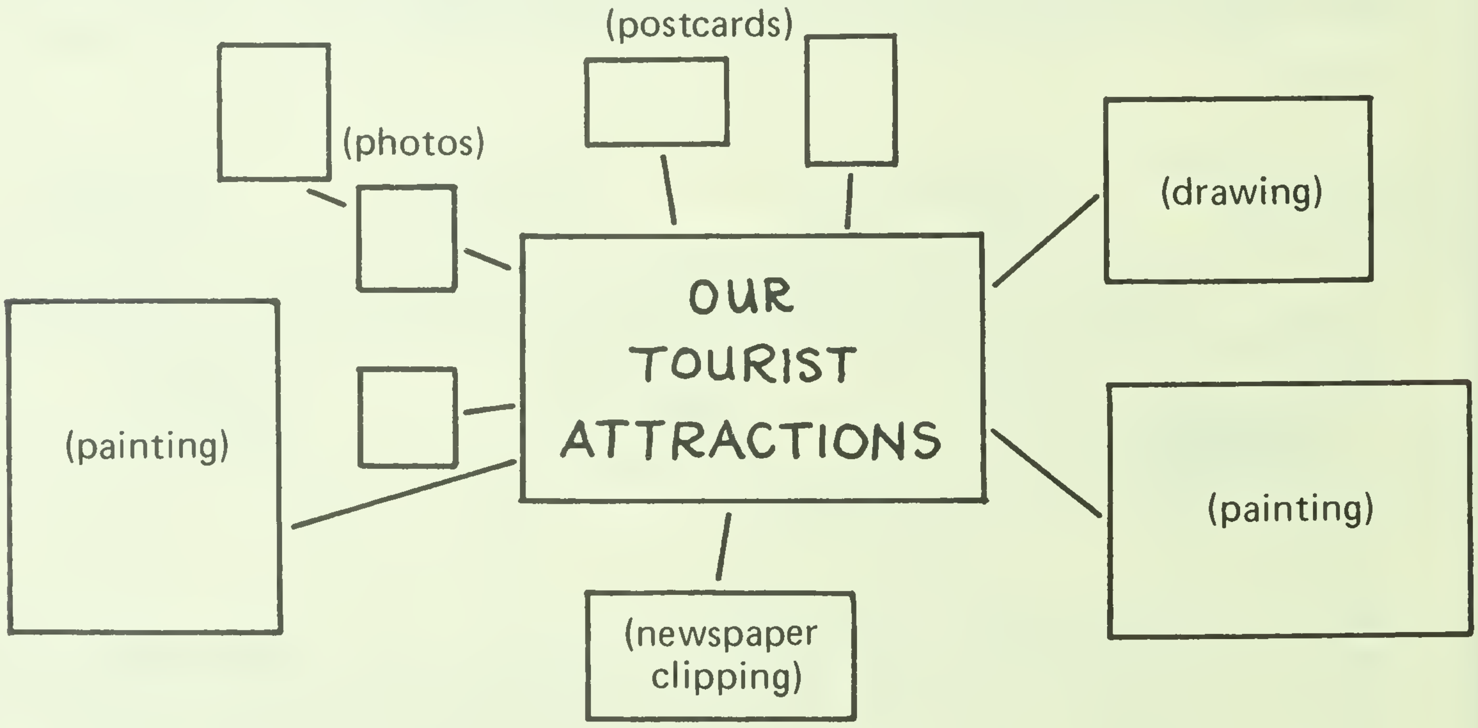
b. each story must satisfy the "editor-in-chief" (you), just as real reporters' stories must satisfy their editors.

Evaluation

When the three reporting sessions are completed, have the children evaluate the three different methods of communicating information. Which did they feel was the most effective? Why? Which makes things seem most realistic? Discuss the fact that radio, newspapers, and especially television make it easy for us to know what is happening in our city, outside our city, in other cities, in other provinces, and in other countries.

Related Activities

1. Have the children examine tourist attractions in their part of Canada, using the three groups of reporters.
   OR
   Set up a display of local tourist attractions, using pictures from the local newspaper, postcards, photographs (which could be taken on a field trip), drawings, paintings, etc.
   Example:



   Label each item.
   Stories could be prepared to accompany each, to tell why the children think the items are tourist attractions.
2. Learn more about Champlain, Wolfe, and Montcalm, and other people who have played an important part in the history of Quebec City.
3. Examine pictures of weapons that have been used from the 1600s to the present. The children may have models they could bring to class.
4. Find out about early methods of communication, such as runners, horses.

Investigation II Le Carnaval de Québec

Understandings to be Developed

The winter carnival in Quebec City attracts people from many places. When visiting a place where another language is used, it is helpful to learn the meaning of words seen and heard in that language.

Contents

Je suis canadien, pages 30 to 39, 52 and 53
Introducing Je suis canadien (record band)
City Signs (record band)
French numbers (record band)
Months, Days, Colours (record band)

Suggested Discussion and Activities

Introducing Je suis canadien (record band 1)

To help the children understand and enjoy the story, play Introducing Je suis canadien on the record in the Audio-Visual Kit. This band will introduce the children to French expressions that they encounter on pages 26 to 39 of the story, their correct pronunciation, and their meanings. Play this band as often as you think necessary for the children to become familiar with the French expressions.

Pages 30 to 34

1. Have the children read pages 30 to 34 and discover why Joanne is so excited. Establish that Anne, Jacques, and Joanne are at le carnaval de Québec and that the star of the Carnival is Bonhomme Carnaval. As they read the story, review the pronunciation and the meanings of the French words.
2. **City Signs (record band 2)**

   The children should be able to guess the meaning of most of the signs on pages 32 and 33. Have them record what they think each sign means. If they put the signs in order, left to right and top to bottom, just as they read words in a book, they will find it easier to check their work when they listen to the translations of City Signs on the record in the Audio-Visual Kit.

   If they cannot think of a meaning for a sign, have them draw a line beside the French word to show that it has not been translated. Another way of presenting this activity is to trace on a sheet of paper the shapes of the signs in the same location as on pages 32 and 33, and make duplicated copies of the sheet for the children to use in translating the signs.

Here is a translation for each of them:

départ	departures	est	east
taxi	taxi	centre-ville	downtown
arrêt	stop	ouest	west
sud	south	lentement	slowly
stationnement	parking	rue St-Louis	St. Louis Street
boulevard Champlain	Champlain Boulevard		
cul-de-sac	dead end	hôtel	hotel
nord	north	sortie	exit
bienvenue	welcome	autobus	bus

Have the children listen to the record and pronounce each word after the narrator says it in French.

Pages 35 to 39

1. Have the children tour the Carnival with Bonhomme Carnaval by reading pages 35 to 39. Encourage comments and observations. A few questions may be needed to start the oral discussion such as:
   a. "What would you like best about the Carnival?"
   b. "Why is the Carnival good for Quebec City?" (brings tourists and money, etc.)
   c. "Who knows someone who has been to the Carnival? Perhaps they have pictures and other souvenirs they would share with us."
   d. "They also have snowmobile races, dog sled races, and many other exciting events at the Carnival. What other happenings do you think you see at le carnaval de Québec?" (If a winter carnival is held in your community, the children will have many ideas.)

A.V. 2. **French Numbers (record band 3)**

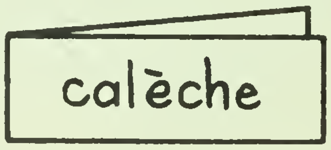
To acquaint the children with the numbers 1 to 12, and their correct pronunciation, play French Numbers on the record in the Audio-Visual Kit. The children should have paper and pencil for completing the activities suggested on the record.

A.V. 3. **Months, Days, Colours (record band 4)**

The children may also enjoy learning the French words for the months of the year, days of the week, and eight colours.

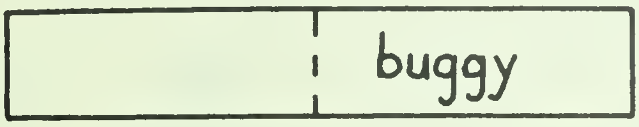
Play Months, Days, Colours on the record in the Audio-Visual Kit. The children will need a sheet of paper and crayons for the activity suggested for learning the colours (red, green, yellow, blue, orange, purple, brown, black.)

4. a. Print the words "le carnaval" and "Bonhomme Carnaval" on the board. Have the children tell you what each word means. Challenge them to go on a French word hunt, using pages 26 to 39 of the story. Have the discoverer of each French word print the word on the board. Have the children pronounce the French words.
   b. As the French word is printed on the board, copy it on the top part of a folded word card. Example:



When all the French words have been discovered, distribute the word cards and have the children print the meaning on the folded undersection of each word card.

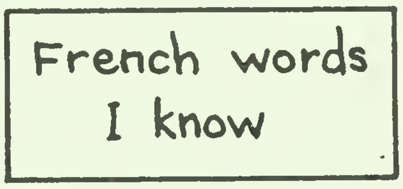
Example:



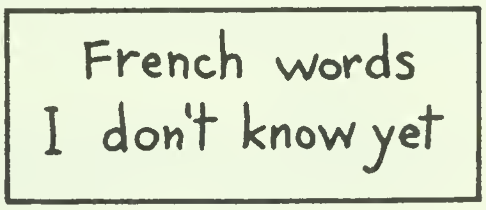
Have them print meanings in pencil until they are sure they are correct; then they can trace the letters with magic marker. The meanings can be found in the glossary on pages 52 and 53 of the story and in Introducing Je suis canadien on the record in the Audio-Visual Kit.

c. Use the numbers, months, days, and colours that were introduced on the record to make additional word cards.

d. The folded word cards can be used in many ways. A child can test himself or herself. First the child looks at the French word and says the meaning. Then he or she looks inside. If his or her meaning was correct, he or she puts that word card on the pile



if he or she was wrong, he or she puts the word card on the pile



e. Three children could play a game with the cards. One child, the tester, holds up a card. The two children who are "contestants" try to give the meaning for the word. The contestant who first says the proper meaning wins the card. At the end of the game, the contestant with more cards is the winner.

5. Try to obtain a film or filmstrip about the carnaval de Quebec. A 16 mm colour film called "Le carnaval de Québec" is available from the National Film Board. Slides or a filmstrip may be available from the school resource centre.

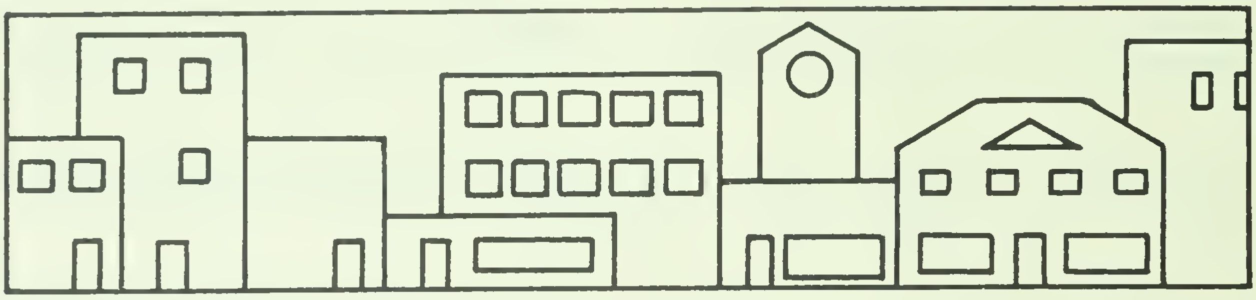
6. Have the children write a story about the Carnival.
   a. "You are a contestant in one of the races (canoe, sled, snowmobile, dog sled, skating). Tell about your race."
   b. "You were a block of ice. Then you were chipped and smoothed until you became a magnificent ice sculpture. How much more exciting life is now—maybe."
   c. "You are Bonhomme Carnaval. Tell a story about your favourite part of the Carnival. Remember, as Bonhomme Carnaval you are the star."
   d. "You are playing in the peewee hockey tournament. Tell something exciting about the game. Perhaps you scored the winning goal."
   e. "You are one of the girls in la reine du carnaval contest. Tell about an exciting part of the contest."

Page 39

The following are ideas for making parades:

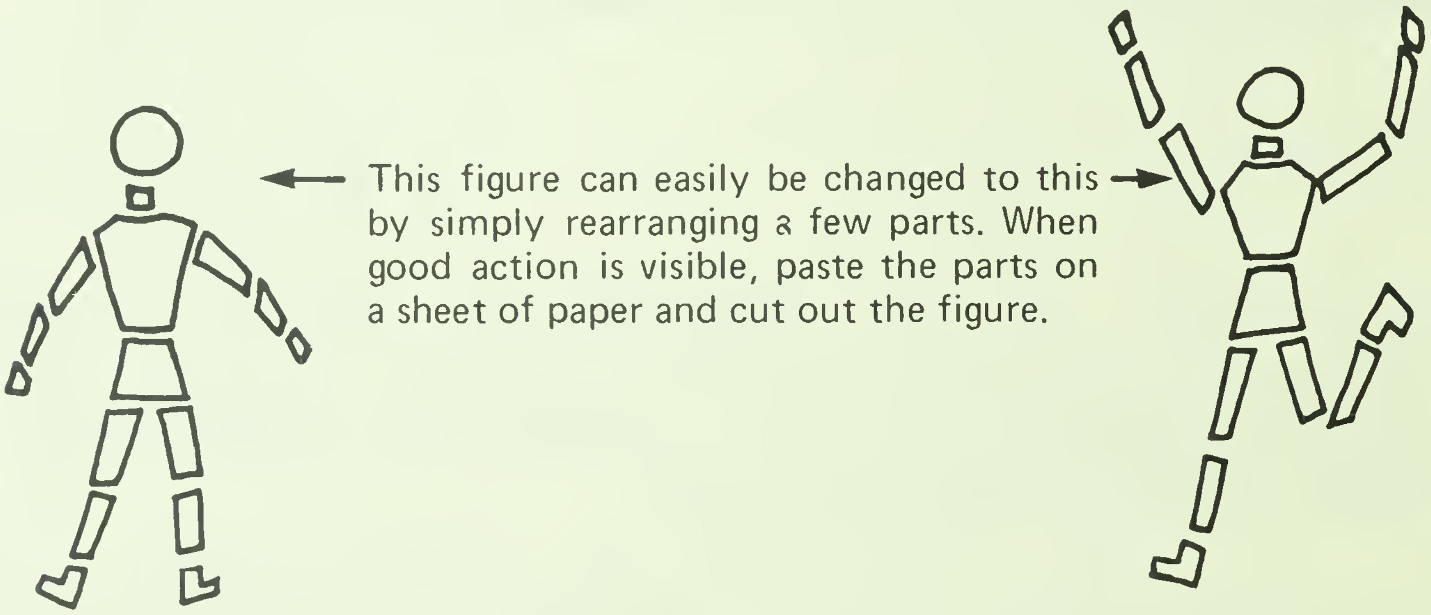
A Mural Parade—Instead of painting the background on mural paper as suggested in the story on page 39, the children could use construction paper for the road, buildings and sky, and staple these on to a bulletin board.

Example:



Spectators may be added. Discuss what people do at a parade (wave, jump up and down, etc.) so the children will put some action into their people. Figures made of construction paper and cut at each joint, can easily be made into active people.

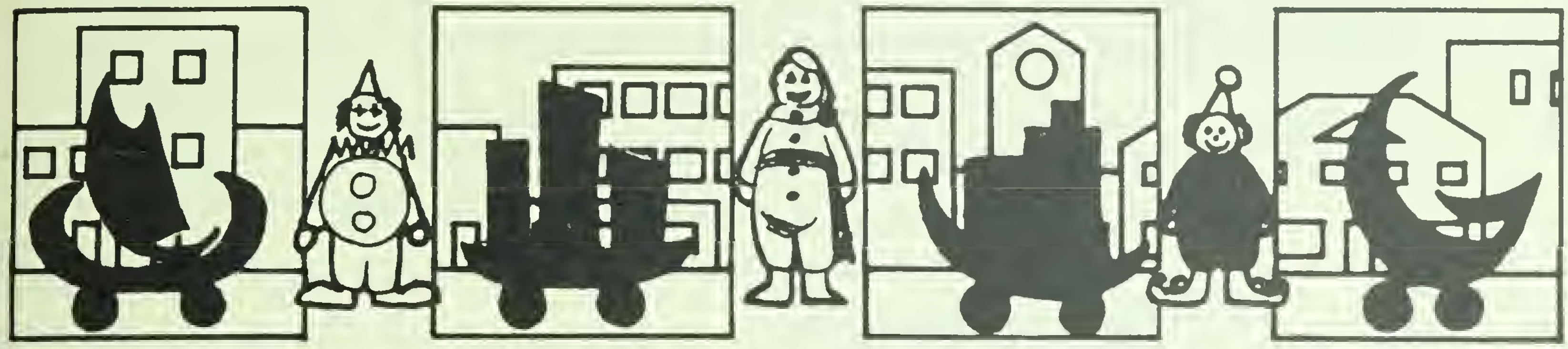
Example:


This figure can easily be changed to this by simply rearranging a few parts. When good action is visible, paste the parts on a sheet of paper and cut out the figure.

The children should be conscious of the sizes of the various objects on their mural; for example, a spectator would not be larger than a float. The floats should be the most important feature in the mural.

A Painted Float Parade—You will need paints, paint brushes, large painting papers. Have each child paint one float on his or her paper. If the parade is to have continuity, some measuring will have to be done. For example, the road on each picture could occupy the first 5 centimetres of the bottom of the page; floats should all be of similar size; background (buildings, sky, people) should be fairly uniform. Remind the children of the rules for painting a picture: for example, the centre of interest is painted first and must be the most important part of the painting. Give some thought to the fitting together of each picture. Clowns, Bonhomme Carnaval, etc., could be painted, cut out, and used to join the pictures together. The finished product might look something like this:

newsprint 45 cm x 60 cm (18" x 24")



Alternative: Paint the background on the painting paper. Make the float out of construction paper and paste it on the background. Arrange the pictures as suggested above.

A Plasticine Parade—If enough children are interested, a whole carnival setting could be built of Plasticine. A parade could be set up using Plasticine figures on floats.

Related Activities

1. Start a French dictionary. Some of the children may be interested in keeping their own dictionary of French words and meanings. This dictionary can be added to throughout Investigation III.
2. If there has been a recent fall of good "packing" snow, the children might enjoy building their own "ice sculpture."
3. Set up a Carnivals and Parades Table. Have the children bring in souvenirs, pictures, postcards, etc. to share with the other children.
4. If you keep a weather (or other) calendar, print on it the names of the months and the days of the week in French.
5. Start English-French word charts. Display these charts so that words can easily be added as the children discover them. To start the charts, choose common words.
   Example:

English	French
yes	oui
no	non
hello	bonjour
goodbye	au revoir
please	s'il vous plaît
thank you	merci

English	French
blue	bleu
red	rouge
green	vert
(etc.)	(etc.)

6. On work sheets, rather than NAME ______________________, use NOM ______________________ or Je m'appelle (I call myself) ______________________.
7. Where possible, give instructions in French.

   Example: "Ouvrez (Fermez) la porte, s'il vous plaît."
   ("Open (Close) the door, please.")
   "Ouvrez (Fermez) la fenêtre, s'il vous plaît."
   ("Open (Close) the window, please.")
   "Quelle heure est-il?"
   ("What time is it?")

Investigation III Learning Another Language

Understandings to be Developed

It is difficult to interact with people unless we try to learn their language. (The children should develop an awareness of the difficulties in learning another language. Hopefully this will make the children more understanding of children and adults who move into their community from another country where English is not spoken.)

Learning another language (a few words and sentences) can be fun.

Contents

Je suis canadien, pages 40 to 53
A.V. Le Bonhomme (record band)
A.V. À la pêche (record band)

Suggested Discussion and Activities

Pages 40 and 41

1. Have the children read pages 40 and 41 to learn whom Joanne met, why they had trouble talking to each other, how Anne helped the girls. Establish why it was important that the girls *say* the words for the pictures to each other.
2. A.V. Have the children complete the activity suggested in the blue box on page 41. If they do not remember the French words for the numbers, play French Numbers on the record in the Audio-Visual Kit. Then have them try to identify which French words spoken on the record are the same as the French words written in the quiz.

Pages 42 and 43

A.V. 1. **Le Bonhomme (record band 5)**
To help the children learn the song about Bonhomme Carnaval, play Le Bonhomme on the record in the Audio-Visual Kit. As they listen to the record, have them look at the picture of Bonhomme Carnaval on

page 43 and point to each part when it is mentioned. Have the children listen to the chorus and first verse of the song until they can sing it and enjoy the actions (pointing to their tuque, etc.). Assist the children in singing the other verses of the song and perhaps making up their own verses.

2. They may enjoy learning other songs in French, such as O Canada, Ca-na-da, Alouette, Frère Jacques.

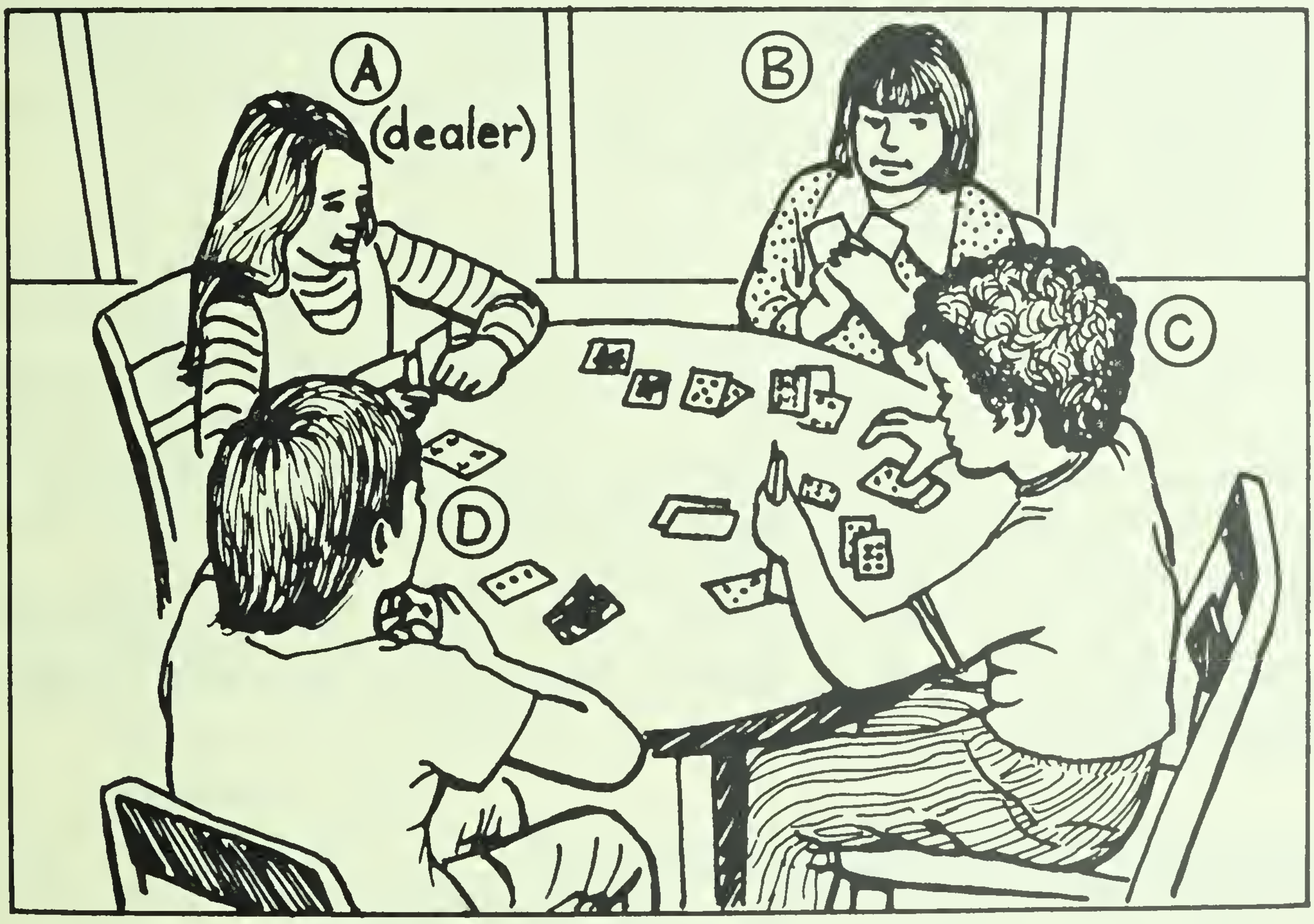
Pages 44 and 45

Prepare the children for playing *À la pêche*, which is the game of *Fish* using French questions and answers.

1. First teach them how to play *Fish*. Put the rules for playing *Fish* on activity cards. Choose the rules that you think are necessary for your class from the following version of the game. Have the children bring in decks of cards and allow everyone to have a chance to play *Fish*.

   Materials: 1 deck of cards

   How to play: Have the children examine the photograph in the story.



   a. Two or more can play. Place the deck of cards in the centre of the table. Each player picks a card from the top of the deck. The player with the highest card is the dealer.
   b. A shuffles the cards and deals each player (including herself) seven cards. She places each card face down in front of each player. Then she places the rest of the cards, face down, in a pile in the centre of the table.
   c. The players pick up their cards when the dealer picks up her cards. Instruct the children to hold their cards in their hand so that other players cannot see the faces of their cards. Use the picture in the story on pages 44 and 45 as an example.

d. Each player, when it is his/her turn, puts down the pairs in his/her hand before asking for other cards. The players take turns in a clockwise direction. The first player to ask for cards is the one sitting to the left of the dealer.

Example: B has the first turn. She places any pairs of cards she has in her hand on the table in front of her. She then asks A, C, or D for cards to match the cards in her hand. For example, "C, do you have any tens?"
If C has a ten he says, "Yes, I have a ten." Then he gives it to B. B must then place C's ten and the ten from her hand on the table in front of her. (No player may put a card from another player into his hand.)
B continues to ask the other players for cards as long as they have the cards she asks for. However, if A is asked for a two and does not have one, she tells B "No, I don't have a two. FISH." B then draws a card from the centre pile and her turn is completed.

e. Now it is C's turn. Then it's D's turn. The players continue to take turns.

f. If a player has to place all his/her cards on the table in pairs, he/she may draw a card from the centre pile and continue to play.

g. When the centre pile of cards is gone, the game is over. The player with the most pairs on the table is the winner.

A.V. 2. **À la pêche (record band 6)**
When the children are familiar with the rules for *Fish*, play *À la pêche* on the record in the Audio-Visual Kit. Explain to them that the rules for *À la pêche* are the same as for *Fish*, but the game is played using French questions and answers. The record band *À la pêche* will familiarize them with the sentences they must be able to use before they can play the game. Each child should have seven cards in front of him/her as he/she listens to the record.
N.B. This activity is best suited for the children who are experiencing little difficulty in learning French words and using them in the preceding activities.

French Activities: Pages 40 to 51

NOTE: This investigation may be completed by

a. **the whole class working on each activity in the story,**
OR

b. **partners who rotate to activity centres with work sheets outlining each activity. If partners are used, introduce each activity in the story so that the children understand the requirements but do not work through each one thoroughly.**

If the children are to work as partners:

i. Using the story pages 40 and 41, have the children list the two activities that helped Joanne learn some French words. Print these on the board.

ii. Examine with the children pages 44 to 51 of the story. Have them list additional activities or games that are introduced. Add these to the two already listed on the board.

Sample list: Activity 1. Matching Quiz (page 40)
Activity 2. Number Quiz (page 41)
Activity 3. *À la pèche* (pages 44 and 45)
Activity 4. Sign Quiz (pages 46 and 47)
Activity 5. Menu Quiz (pages 48 and 49)
Activity 6. Letter Exchange (pages 50 and 51)

iii. Set up activity centres for each of the activities. Number each of the activity centres according to the list of activities the children recorded on the board. Further discussion of the activity at each centre may be necessary before the children begin. Be sure they understand the instructions for each activity. If bilingual assistants are available, have the assistants choose an activity or game with which they would like to help the children. These assistants can make sure that the children understand the instructions for their particular activity centre.

iv. When you feel that the children understand the instructions for the activity centres, have them choose a partner. You may want to pair them off yourself so that a child who learns quickly can assist a slower learner. When each has a partner, instruct them to complete as many of the activities as they can. Remind them to use the information in the story if they forget the instructions for a specific activity.

Limit each activity centre to six or eight children at a time. Remind them to check off each activity as they finish it. (See the chart in number vi.)

Assist them where necessary, but only after they have consulted the story, the glossary, French-English word charts that you may have started earlier in the unit, a dictionary, and record bands in the Audio-Visual Kit.

NOTE: You may want to tape parts of the record in the Audio-Visual Kit, so that it can be used by more than one group at the same time.

v. Allow about 15 minutes at the end of the activity period (or each activity period) for the children to share what they have learned or an interesting experience they had at one of the activity centres.

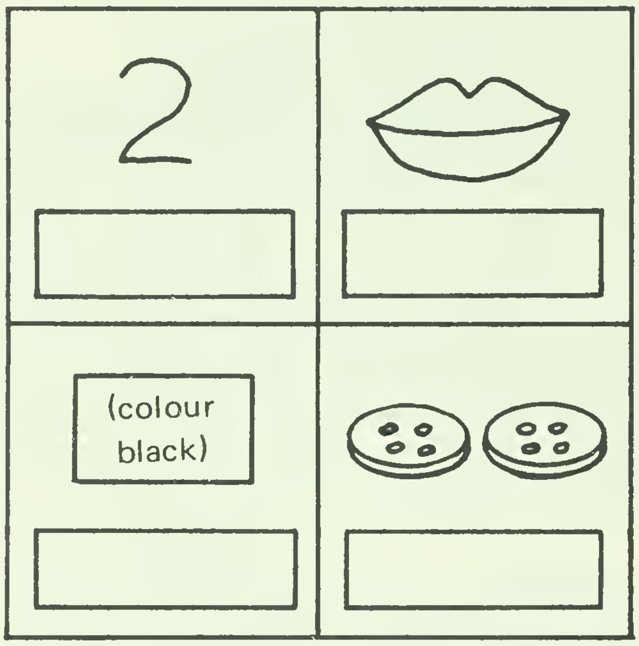
vi. Prepare a check list for the children.

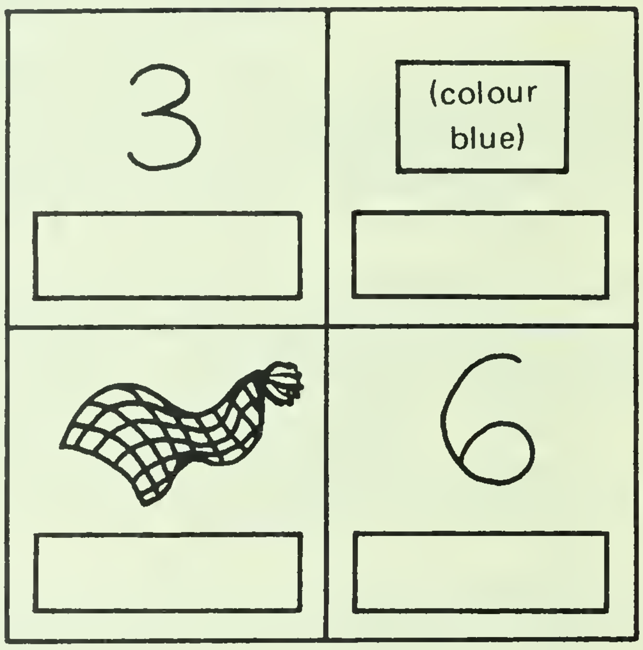
Example:

Nom	Activités						
	1	2	3	4	5	6	7
Jane	✓						
Loe		✓		✓			
Sally	✓						
Mike				✓	✓		

Have each child print his/her name on the list and check off each completed activity. Help the children to evaluate their work individually at the activity centre and/or during the sharing time at the end of the activity period.

Activity Centre 1: Matching Game (page 40)
Prepare several picture cards.
Example:





Word Cards

deux
la bouche
trois
bleu
noir
les boutons
la tuque
six

For each picture, supply the French word. Use words from the story or the word charts. The children place the French word card under the appropriate picture on each picture card. On the back of each French word card print the English translation. When they have completed a picture card, they can check their accuracy by turning over the word card to see if the English words describe the picture. Each pair of children should complete at least five of the picture cards.

Activity Centre 2: Number Quiz (page 41)
Make French number cards. Have at least six of each number from 1 to 12 as well as + and = cards. Each child can set up problems like this:

un + deux =

trois + six =

Then have the children change places and answer the problems.
OR
Have them make their own equations on a sheet of paper to test their partner. Limit them to a given number of equations. When they have finished putting down just the equation (no answer) have them exchange papers

with their partner, who will put in the answers. When the answers are completed, the papers are given back and the child who wrote the equation must mark the answer right or wrong.

Activity Centre 3: À la pêche (pages 44 and 45)
Provide decks of cards for each of the partners. (They may want to play with another two children.) The children should practise the French names for the cards and the sentences for asking for the cards.
These words and sentences are in *À la pêche* on the record in the Audio-Visual Kit.

Activity Centre 4: Sign Quiz (pages 46 and 47)
Distribute blank sheets of paper on which the children can write what they think the signs on pages 46 and 47 of the story mean. The meanings for these signs are in the glossary at the end of the story.

You may want to make up other signs and provide answer sheets for the children. Words could be provided and the children could make the signs. French signs could also be made for display around the school.

Activity Centre 5: Menu Quiz (pages 48 and 49)
Distribute blank sheets of paper so that the children can list the items they would order from the menu on pages 48 and 49 of the story. When they have finished, have them check the glossary to find out what they have chosen.

Activity Centre 6: Letter Exchange (pages 50 and 51)
Provide writing paper so that the children can exchange letters. Encourage them to use the glossary at the end of the story and any other resources they are able to work with.

Activity Centre 7: Word Card Quiz
Use the word cards that were made during Investigation II on pages T90 and T91 of this Resource Book. Instead of a child's testing himself, partners can test each other.

Related Activities

1. Let interested children teach new French words to the class. You might let them choose a day to do this by placing their name on the French weather calendar. Allow each of them sufficient time to prepare a picture with the French and English words.
2. Label the furniture and the surroundings in the classroom with their French names. (Limit each group of children to two or three French words.)
3. Put labels in French on the objects in the parades that were made in Investigation II.
4. Set up an activity centre with some books written in French. The children could use these books to add French words to the dictionaries they started in Investigation II. The following are some suggestions:
   a. A series entitled "Je veux connaître" published by the Western Publishing Co. Inc., Racine, Wisconsin. Some of the titles in the series are:

    - i. *Je découvre les couleurs*, by S. Rrit. Illustrations by J. P. Miller. Translated by E. Gille. ©1967.
    - ii. *Je découvre les plantes*, by B. Morris Parker, illustrated by M. Hartwell and R. Taft Dixon, translated and adapted by M. LeGwen. ©1968.
    - iii *Je vois, j'observe, je comprends*, by B. Morris Parker, illustrated by K. Oechsli, translated and adapted by M. LeGwen. ©1967.
    - iv *Je découvre l'alphabet*, by Micheline, illustrated by J. P. Miller. ©1967.
    - v. *Mes premier mots*, by A. Holl. Illustrations by J. P. Miller. Translated by E. Gille. ©1967.
- b. A series entitled "Les albums bonne nuit," published by the Western Publishing Co. Inc., Racine, Wisconsin. Some of the titles in the series are:
    - i. *Mille et un camions*, by W. Dugan. ©1967.
    - ii. *La bête à bon Dieu*, by W. Dugan. ©1966.
    - iii. *A quoi jouent les petits chiens*, by J. Pfloog, texte français de M. LeGwen. ©1969.
    - iv. *Cow-boy qui es-tu?* by M. Crawford, texte français de M. LeGwen. ©1969.
    - v. *Mille et un lapins*, by R. Scarry. ©1965.
    - vi. *Où sont les pandas?* by Anne-Marie Dalmais, illustrated by Giannini. ©1968.
    - vii. *Petit ours blanc*, by M. LeGwen. Illustrations by Giannini. ©1969.
- c. A series entitled "Berlitz French for Children," edited by the staff of the Berlitz Schools of Languages under the direction of Robert Strumpen-Darrie and Charles F. Berlitz, published by Grosset & Dunlap. Some of the titles in the series are:
    - i. *The Three Bears and Little Red Riding Hood*, illustrated by Dagmar Wilson. ©1959.
    - ii. *Cinderella and Sleeping Beauty*, illustrated by Dagmar Wilson. ©1961.
- d. *All in French*, a picture book of words and phrases by Aimé Gabillon, illustrated by Gilly, published by Paul Hamlyn. ©1963.
- e. *How Do You Say It?* in English, Spanish, and French, by Frank Martin, illustrated by D. K. Stone, published by Platt and Munk. ©1973.
- f. *L'arbre au grand coeur (The Giving Tree)*, by Shel Silverstein, translated by Hila Feil, published by Harper and Row. French version ©1973.
- g. A series entitled "La Série Carreautée," written by Angele Dion Caravaggio, illustrated by Janet Munro, series coordinator Tim Rowat, published by McGraw-Hill Ryerson Limited. ©1974. Series titles include:
    - *Le totem qui pleure*
    - *Le carnaval de Québec*
    - *Bicasso de Cro-Magnon*
    - *Le rallye Feuille d'érable*

h. *Cat in the Hat*, by Dr. Seuss, published in English and French by Random House, ©1957.

i. The following stories contain some French words. The children may enjoy reading them at this time.
   - i. "The Talking Cat" by Natalie Savage Carlson, in *Stories of Fun and Adventure* (Level 5), published by Copp Clark, 1964.
   - ii. "How Yvonne helped the Mayor," by Jean Leedale Knight, in *Stories of Fun and Adventure* (Level 5), published by Copp Clark, 1964.

5. There is an increasing number of French programs on television and radio. If any are available during the activity time, the children may enjoy viewing or listening to all or part of the programs.

6. If the children know some words in another language, they will enjoy teaching them to the class. They could start a chart of other language words. The charts started in Investigation II on page T93 of this Resource Book could be added to.

   Example:

English	French	Italian	German
yes	oui		
no	non		
hello	bonjour		
goodbye	au revoir		
please	s'il vous plaît		
thank you	merci		

   The charts could include colours, numbers, body parts, etc.

7. Conduct an "other languages word hunt." Have the children find newspapers and magazines that are printed in another language. Encourage them to discover items in their home that bear words in another language (a tissue box, cans of food, and the boxes for the games they play).

   Discuss with them the two languages found on a cereal box. Have them try to read both languages.

   NOTE: Many of the words discovered during this activity will probably be French. Lead the children to understand that French is one of Canada's official languages.

8. The children may have recognized some of the road signs on pages 32 and 33 of the story by their shapes rather than by word association. They may enjoy learning about other geometric shapes.

UNIT 6 THE TREE MONSTERS CORNER BROOK

The Basic Concept: Resource Management

Resources, that is, anything we use to provide the necessities of life, are basic to our existence. The intelligent use and management of natural and human resources is the key to the quality of our lives and has become a major issue facing the world today.

It is important that the child develop a concern for the environment and an understanding of how various resources can be wisely used, so that he or she can become meaningfully involved in resource decisions.

In Unit 6 the children learn that the elements of the natural environment are interdependent. The use of one resource affects the others. People who use these resources must be aware of this and manage the environment wisely.

The Unit Content

In this unit the resources and the management of the forest are viewed through the eyes of the animals that visit Corner Brook, Newfoundland. The trees in the forest are used to make paper. Their concern is that people understand the value of this resource, not only to themselves, but also to the animals and plants of the forest. The children are made more aware of the varied uses of trees and the care that should be given to trees.

Investigation I The Tree Monsters

Understandings to be Developed

The forest has many uses.

The animals in the forest are affected by the way in which people use the forest.

Paper is an important product made from trees.

The resources of the forest must be used wisely.

We must all help to conserve the resources and products of the forest.

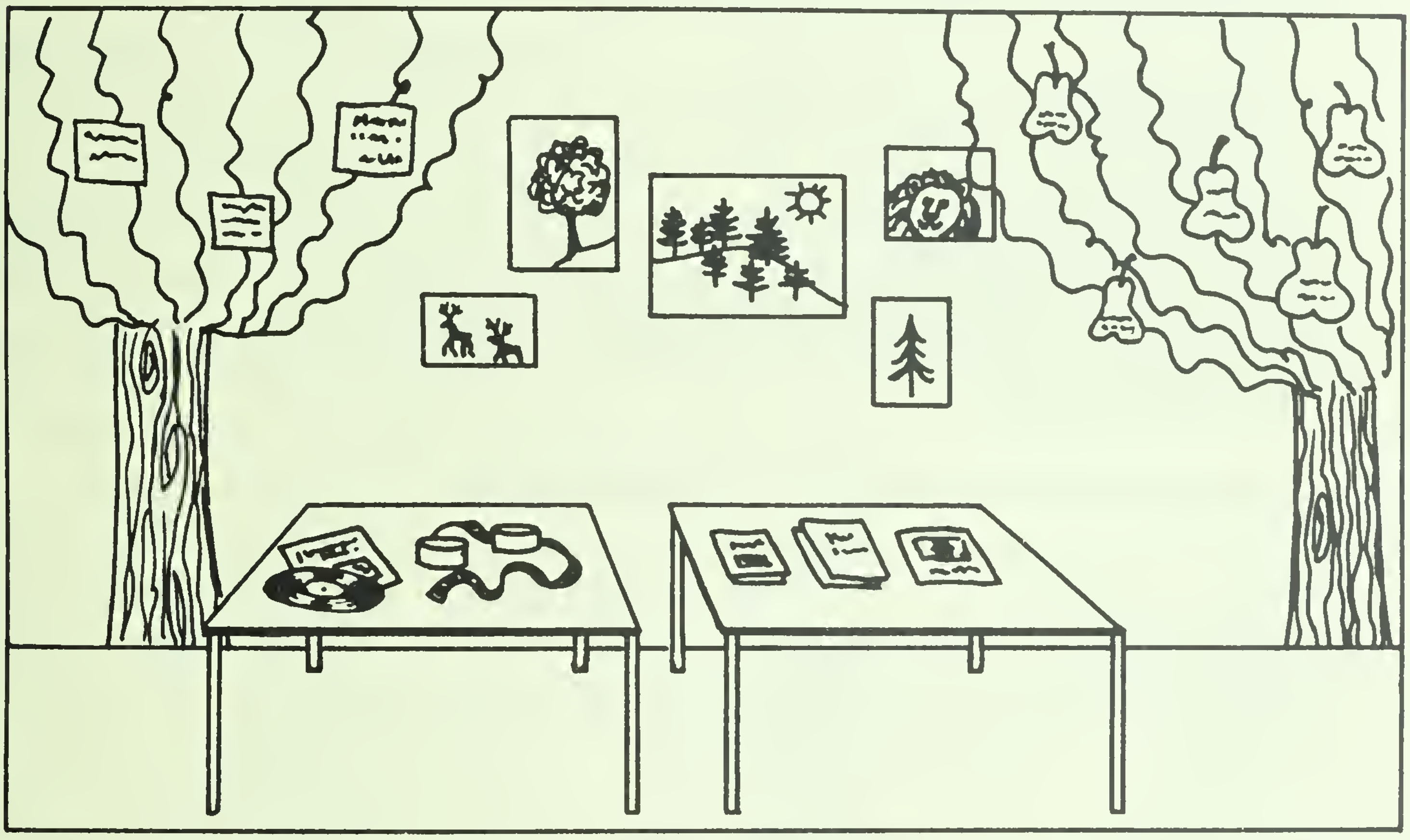
We must learn to protect other parts of our environment as well, such as the air, the water, wildlife.

Contents

The Tree Monsters, pages 54 to 71
A.V. Canada (fold-out map)
A.V. Ricky Racoon's Reminders (game print)
A.V. The Song of the Beasties (record)

Suggested Discussion and Activities

1. Establish a special interest centre on the theme of the Forest.
   a. Collect stories, poems, records, filmstrips, pictures, etc. that deal with the forest, forest creatures, and adventures in the forest. The story, *The Tree Monsters*, may be introduced as another story of the forest after the class has explored the materials in the centre.
   b. The centre could be decorated to resemble a forest, with large trees fashioned of cardboard and foliage made of crepe paper streamers hung from the ceiling to the cardboard trunks on the wall.
   Example:



   c. One tree could be a "poetree", on which poems about trees and the forest may be hung. Another tree could be used as a "pair tree", on which homonyms may be displayed on large, cut-out pear shapes.

2. **Song of the Beasties (record band)**

   Before the children begin to read *The Tree Monsters*, play the record band Song of the Beasties, and teach the song to the class. The music and words are on pages 70 and 71 of the story. This would introduce the class to the characters in the story. The song follows the development of the story, so you may want to add each verse as the reading of the text progresses. Each verse may be acted out. The children should be encouraged to use their imagination to portray the animal characters. You may challenge a child to pantomime a verse and let the class guess which animal she or he is.

3. Canada (fold-out map)

   Have the children locate Corner Brook on the map of Canada in the Audio-Visual Kit.
   a. Discuss with them the location of Newfoundland (including Labrador). Other maps of Canada would show them that there are few large cities in the province. Pictures of fishing villages and forest towns could be examined at this point.

b. Discuss the importance of the paper and fishing industries to Newfoundland. Mining could also be dealt with. Have the children decide why the paper industry might have developed in this province. Discuss the importance of trees, not only for making paper, but for other uses as well.
c. Refer to pages T15 to T20 of this Resource Book for further ideas for the use of the Canada map during this unit.

4. Read pages 54 and 55. Discuss the ways in which the children may have used the forest—perhaps for camping, picnics, walking, or exploring. To share them with the class, the children could relate their experiences in pictures, written or oral stories, or plays.

5. Ricky Racoon and his friends are visiting the forest near Corner Brook for the Spring Concert. They have come from the mainland of Canada. Explain to the children that some of these animals do not live on the island of Newfoundland. Perhaps the children will have ideas as to why this is so (the expanse of water separating island from mainland prevented some animals from migrating to the island).
The following is a list of the main mammals found on the island of Newfoundland.

Land mammals common to Newfoundland
shrew
bat
Arctic hare
red squirrel
chipmunk
beaver
muskrat
rat
mouse
wolf
red fox
black bear
ermine
weasel
mink
marten
otter
lynx
moose
caribou
bison

The children may enjoy discovering which of the animals are found in their community.

6. Continue to read pages 56 and 57. Allow the class to speculate as to the nature of the monsters invading the forest. Have the children complete the picture on a separate piece of paper, to show what Jamie Jay saw. They may wish to use paint, crayon, cut and paste, or perhaps make a three-dimensional art piece using boxes, string or wool, and odds and ends.

7. Complete the reading of the story to discover the purpose of the monsters in the forest. Questions should be directed to ensure complete comprehension of the story and of the wise use and management of forest resources.
Sample questions:
a. "Why was Samuel so upset?"
b. "How was his family saved?"
c. "Who lived in the oldest tree in the forest?"
d. "What did Dr. Wise call the monsters?"
e. "What do the woodsmen do with the trees?"
f. "What does conservation mean?"

g. "How did the animals try to remind people to be careful in the forest?"

h. "What is reforestation? Recycling?"

8. **Ricky Racoon's Reminders (game print)**

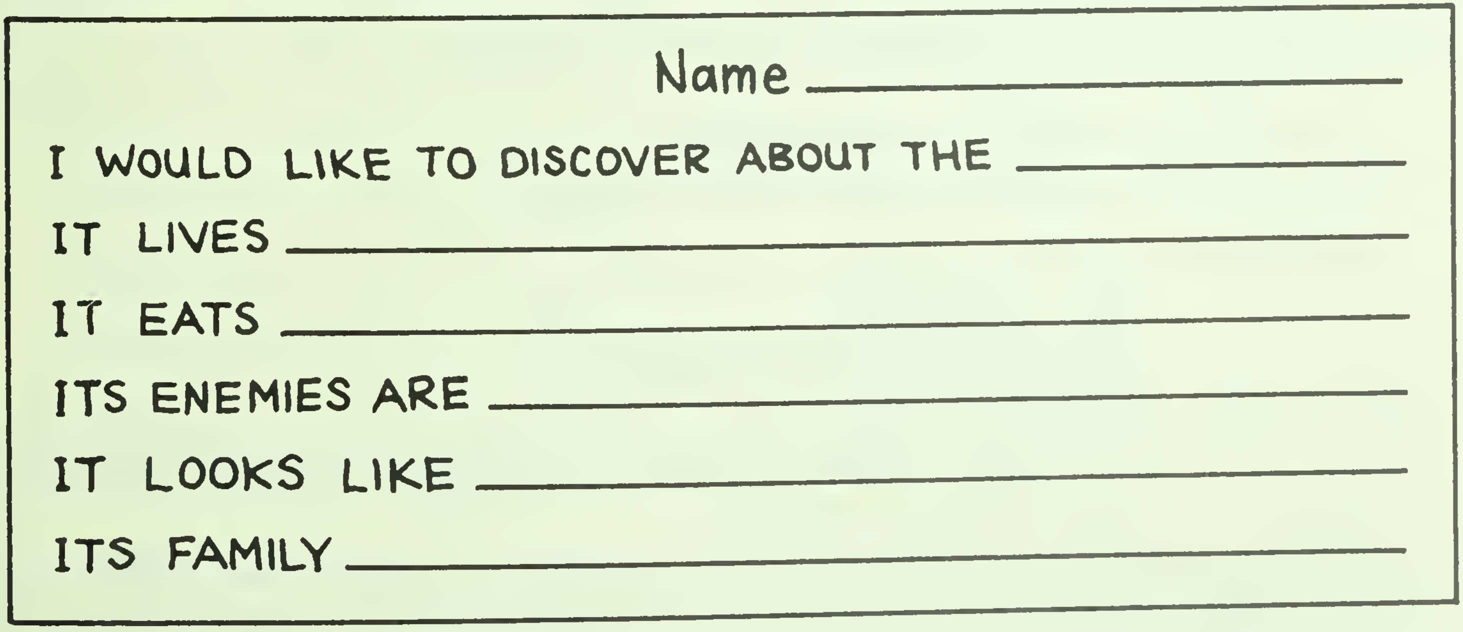
   This game will reinforce positive attitudes towards the use of the environment and its resources. The "conservation cards" provide the basis for these attitudes and each should be discussed with the children before they begin to play the game. Follow the instructions on the back of the game board.

9. The children would enjoy and benefit by making and displaying posters to remind people about conservation and to show uses of trees and other resources of the forest.

Related Activities

1. Prepare a bulletin board to show the paper-making process and items that are made from paper. If a trip to a recycling depot is possible, include the recycling process on your mural. A different group of children could be responsible for each stage of the paper-making process and the display of paper products.
2. To develop an understanding of the process of recycling and the need for it today, your class could be responsible for organizing a newspaper recycling depot at the school for your community. A contest could be held between classes to see who can collect the most. Adult members of the community could be encouraged to participate. Check with your local government to find a recycling depot or an industry that will use your newspapers.
3. List ways in which the class could use paper more carefully in the classroom. Set up "paper stations" in the room to collect and use all scrap paper from art.
4. Either individually or in groups, find out about each of the animals in the book.

   Sample Research Paper:



Name ____________________

I WOULD LIKE TO DISCOVER ABOUT THE ____________

IT LIVES ____________________

IT EATS ____________________

ITS ENEMIES ARE ____________________

IT LOOKS LIKE ____________________

ITS FAMILY ____________________

5. A group of children might like to present *The Tree Monsters* as a play, a puppet show, or a news report. They might also enjoy sharing pictures of their favourite part of the story.

Investigation II A Field Trip

Understandings to be Developed

We can learn many things about a forest by visiting one and looking and listening quietly.

Living things must not be damaged or taken from the forest.

Each part of a tree has an important function for the tree.

Trees have many uses.

We must learn to take care of our trees.

Contents

Field Trip

NOTE: This investigation is intended for those communities that are either near a forest or have transportation facilities for taking the children to a forest. However, some of the activities could be adapted and carried out without the field trip.

Suggested Discussion and Activities

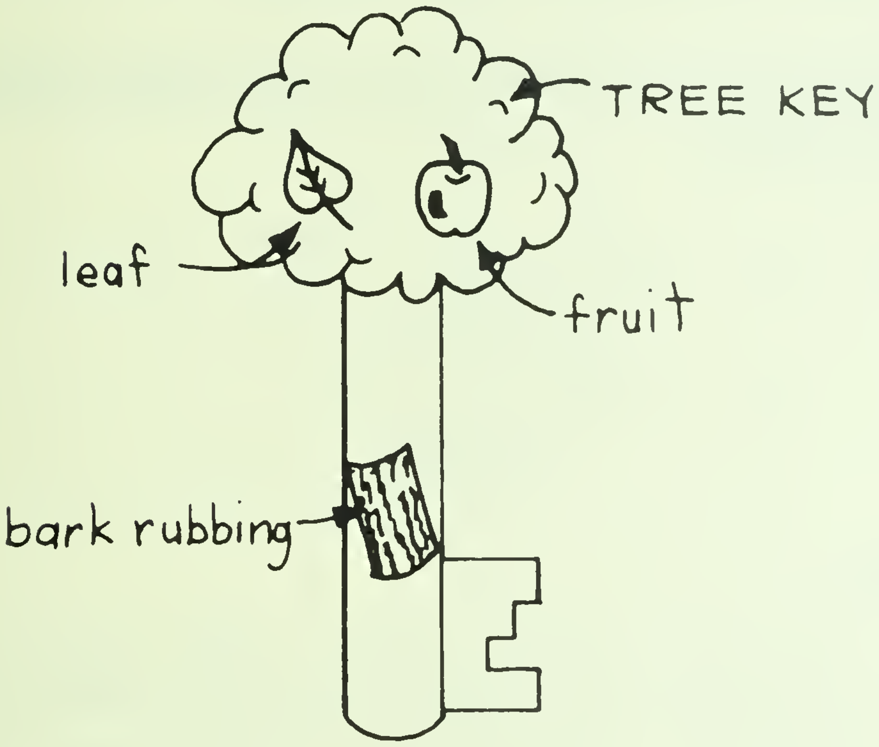
Before the walk in the forest, remind the children to use whisper voices.

1. Select a place in the forest where the children can sit quietly and just watch and listen. Then discuss the things they saw and heard. In the classroom, have the children record their experiences on a chart or in individual stories.
2. a. Ask the children to find two things in the forest, something ugly and something beautiful. Have them draw a picture of what they find if it is something that should not be removed from the forest; for example, living things such as some wild flowers, birds' nests and eggs, animals, etc. Living things should not be picked from the trees (take only things that have broken off the tree and are lying on the ground). Supervise the children carefully to make sure they understand what they may take with them.
   b. Prepare a display in the classroom. Each child will explain the reasons for choosing the two things.
3. The children could also find other things.

   Examples: hard and soft
   big and small
   important and unimportant
   funny and sad
   something from up high and something from down low
   useful and not useful

   Have the children make a collage of the things (or pictures) they collected (or drew) in the forest. They could paste them on a tile or piece of wood.
4. Choose two or three trees in the forest for specific study.
   a. Direct children to examine the chosen trees carefully. Guide them to

notice their distinguishing features—the colour and shape of the leaves or fruit, the texture of the bark, the size and shape of the tree.
   b. Have them prepare a "tree key" for each tree. Include a leaf sample, a bark rubbing, a sketch of the fruit. The "tree key" may be taken on future excursions.



   c. Challenge the children to find trees of the same kind and count the number of these trees in a limited area. They could compare the circumference of the trees and discuss the age of each. The rings on the stump of a tree would help them determine age.

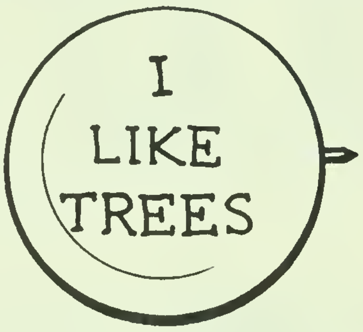
5. Label a diagram of a tree: leaves, branches, trunk, roots, bark, fruit.
   a. Discuss importance of each part to the life of the tree. Encourage the children to suggest what would happen to the tree if any part was damaged.
   b. Collect seeds from the trees in your community. Compare their size, colour, how they are dispersed, and any other outstanding features. Grow bean seeds in a glass jar to show how seeds change into plants.
   c. Show how water travels up through the trunk to the branches and leaves.
      Put ink or food colouring into water in a glass.
      Make a few cuts in the bottom of a celery stalk.
      Place it in the coloured water.
      After a few hours, cut the celery near the top.
      Have the children observe what has happened.
   d. If there is a microscope available, allow the children to examine a leaf. Then have them find out what the tiny openings on the surface of the leaf are used for.
6. It is important that the children look for evidence of how people are using the forest. This should lead to a discussion about wise or poor management of the forest. Encourage them to make suggestions as to what they and others should do to look after their trees.
7. Make a chart listing ways they can take care of the forest.

Example: Leave the branches and the bark on the trees.

Pick up papers.

Be careful of plants and animals.

Make a special badge or award to give to each child who follows all the rules during each excursion.



Related Activities

1. The children should continue to visit the interest centre set up at the beginning of the unit, during the study of the forest and conservation. Make up forest games for them to play and have them create some of their own. After identifying some of the trees in your community, use the names for the weekly spelling list.

   Here are two games the children could play to help them become familiar with names of trees.

   Tree Bingo
   Each child makes a Bingo card and prints the names of the trees under study anywhere on the card.
   The caller has a master card with each name listed under each letter.
   Play the game like Bingo: "Under the T, maple." "Under the R, oak."
   Sample Bingo card:

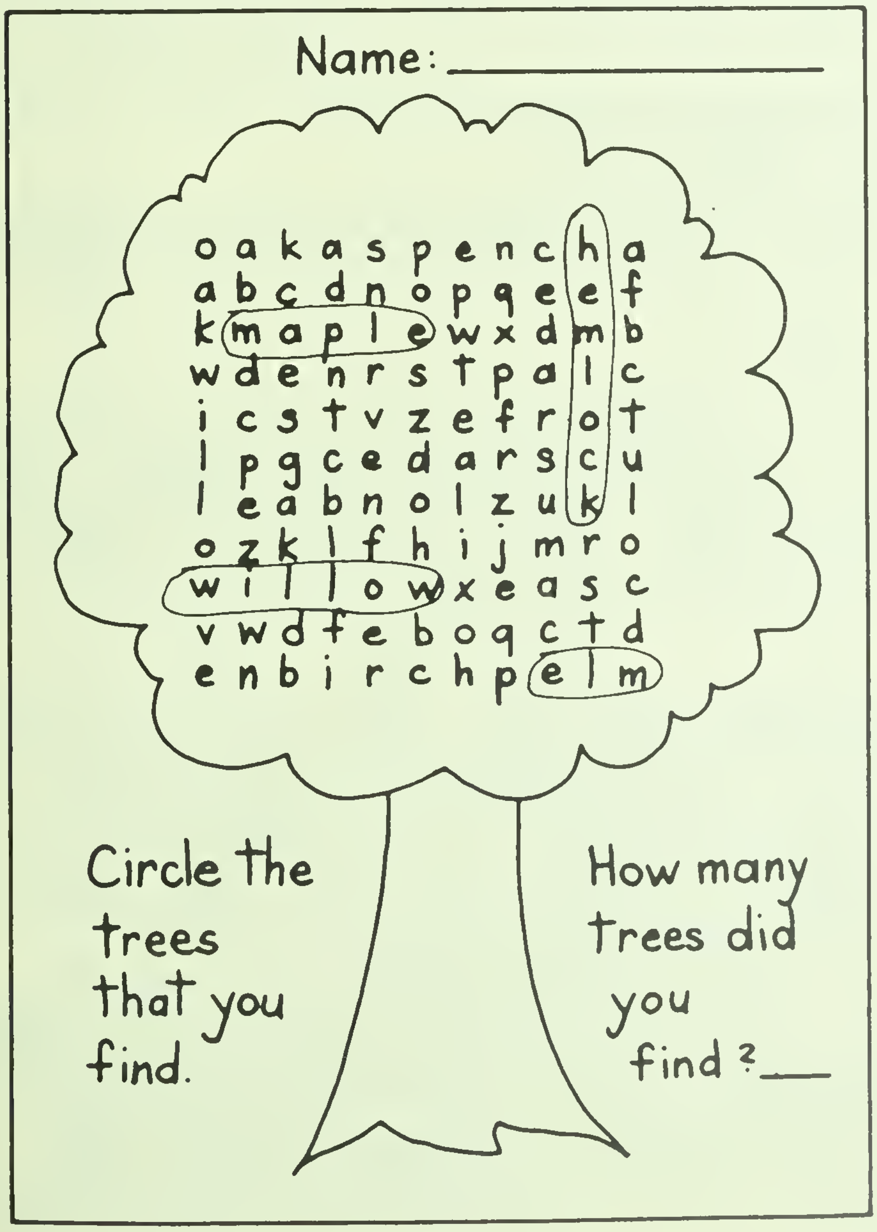
T	R	E	E	S
Oak	Sumac	Maple	Oak	Maple
Elm	Pine	Willow	Cedar	Willow
Maple	Beech	Sumac	Willow	Cedar
Willow	Maple	Oak	Pine	Oak
Poplar	Oak	Pine	Maple	Poplar

Sample Master card:

T	R	E	E	S
Cedar	Willow	Sumac	Pine	Maple
Pine	Beech	Poplar	Oak	Elm
Beech	Elm	Willow	Cedar	Oak
Sumac	Oak	Maple	Willow	Pine
Oak	Poplar	Cedar	Beech	Poplar
Elm	Sumac	Pine	Maple	Sumac
Maple	Cedar	Elm	Poplar	Beech
Willow	Pine	Beech	Elm	Cedar
Poplar	Maple	Oak	Sumac	Willow

Tree Word Search

Prepare a word search stencil for the types of trees that grow where you live. By looking for each word, letter by letter, the children become more familiar with the spelling of each word.



Name: ______________

o	a	k	a	s	p	e	n	c	h	a
a	b	c	d	n	o	p	q	e	e	f
k	m	a	p	l	e	w	x	d	m	b
w	d	e	n	r	s	t	p	a	l	c
i	c	s	t	v	z	e	f	r	o	t
l	p	g	c	e	d	a	r	s	c	u
l	e	a	b	n	o	l	z	u	k	l
o	z	k	l	f	h	i	j	m	r	o
w	i	l	l	o	w	x	e	a	s	c
v	w	d	f	e	b	o	q	c	t	d
e	n	b	i	r	c	h	p	e	l	m

Circle the trees that you find.

How many trees did you find? ____

2. If you live in an area that is near a maple sugar bush, plan a visit to it in March. Remind the children to dress warmly. Before the excursion, set out the purposes of the trip. These may be put on a chart entitled "Why We Are Going to the Maple Sugar Bush" or "What We Want to Learn at the Maple Sugar Bush." Background information may be collected and discussed before or after the trip.
   a. Have the children find out what conservation measures are used to ensure maximum flow of the sap and to prevent damage to the trees.

      Discuss the following ideas:

      The sap is like the "blood" of the tree and must not be entirely removed or the tree will die.

      The same trees are not tapped every year.

      Trees must be at least 25 cm (10") in diameter before they are tapped.

      The trees are examined regularly for disease. If any fungi or disease is found, the tree is not tapped.

      The holes that are drilled into the tree for the stile must not be more than 37 to 50 mm (1½ to 2 inches) deep.

      The trees are tapped in late February or early March, depending on the weather. They must not be tapped after the buds on the tree begin to swell.
   b. Prepare a bulletin board display or a table model to show the process of gathering sap and making maple sugar and maple syrup.
   c. Visit the grocery store and purchase a bottle of maple syrup. Have the children note the places where the various brands of syrup come from. In the classroom, using an electric frying pan, make pancakes and serve them with the maple syrup.
   d. Make other foods such as cookies, using maple syrup. Perhaps a parent would be available to help a small group prepare something for the class to enjoy.

Background Information

The Jesuit missionaries in Eastern Canada were the first white men to record the maple sugaring activities of the Indians. The Indians collected the "maple water" from the "mickton" or maple tree, and boiled it to make syrup and sugar, which were relished by those early missionaries.

The early settlers quickly adopted and improved the techniques developed by the Indians. Because sugar made from cane or beets was scarce and expensive, every pioneer farmer made maple sugar in the spring. It takes 160 to 180 litres (35 to 40 gallons) of sap to produce 4.5 litres (one gallon) of maple syrup. The rest of the sap is water, which evaporates in the boiling process.

The trees selected for tapping should exceed 25 cm (10 inches) in diameter at breast height. The holes should be from 1 to 1.2 m (three to four feet) above the ground and at least 25 cm (10 inches) from previous holes. The hole is drilled at a slight upward angle, not more than 37 to 50 mm (1 1/2 to 2 inches) deep, using a sharp 10 mm (3/8") bit. The hole is then cleaned of shavings and a "Flomore pill" is inserted. The pill reduces the possibility of infection by bacteria or fungus, while at the same time preventing clotting. A spile is then gently inserted, using a wooden or rubber mallet. Buckets, with covers, are hung on the spiles. The covers help reduce the possibility of foreign matter getting into the collected sap.

Maple Sugar Cookies

Preheat oven to 212°C (350°F). Grease baking sheet lightly.

1. Sift or blend together
   2 cups of flour
   1 tsp. baking powder
2. Cream
   1 cup margarine
   1 cup maple sugar
   1/2 cup brown sugar
3. Blend in
   1 egg
   1 tablespoon water
4. Stir dry ingredients into creamed mixture.
5. Roll out dough about 3 mm (1/8 inch) thick on a lightly floured surface and cut with a floured 75 mm (3 inch) cookie cutter. Place about 25 mm (1 inch) apart on a baking sheet.
6. Bake at 212°C (350°F) for 5 to 8 minutes or until golden brown. Makes 6 dozen.

Making Maple Sugar in the Classroom

Collect one or two buckets of sap. A portable hot plate would be ideal to set up in the classroom to boil the sap. Allow the children to take turns stirring the sap continuously for an hour or so or until the water has evaporated. The sticky, sweet substance that is left will be enjoyed by all the children.

3. Try some experiments with wood.
   a. Put some pieces of wood in water. "What do you see?" Put a small, heavy object into the water. "What happens to it?"
   Put the object on the wood. "What have you discovered? How is this information useful to us?"
   b. Rub some of your wood with sandpaper. "What happens to it?" It gets smooth, the grain shows.
   Brush it with stain. "Who sands and stains wood for a living?"
   "Look at the furniture in your house. Look at the grain. Compare the grain on various pieces of furniture. Are they all the same? How do they differ? How are they alike?"
4. Try some experiments with paper.
   a. Tear different kinds of paper. Notice the fibres at the torn edges. Examine them with a magnifying glass. "What is the texture or feel of each kind of paper?"

   b. Expose part of a sheet of newsprint to direct sunlight. Keep the other part covered in a dark place. "What differences do you notice between the two parts of the newpaper?"
   c. Place different kinds of paper in water. "What happens to each kind?"

5. Prepare a space around the base of a tree for a group of children. Have them sketch the plot and record the animal life present. Looking under fallen leaves and rocks will help them discover what animals visit or live in the tree. The group may continue the investigation for a week and decide how to record their investigation.
6. The children will enjoy identifying animal tracks. They may wish to record the ones they see by making sketches or plaster casts.
   To make plaster casts:
   Clean the tracks lightly; take a strip of cardboard and bend it into a circle; fasten the ends with a paperclip; place this collar or frame around the tracks; pour in plaster of Paris; open a paper clip and set it in the back of the plaster so that the cast may be hung later; let the cast harden; remove carefully; clean; paint and hang.

UNIT 7 FROM DINOSAURS TO DERRICKS THE PRAIRIES

The Basic Concept: Regionalism

A region may be considered as a part of the world which has within its limits some unifying element. There are many, many different kinds of regions, each one defined in terms of specific criteria.

The regional method of organizing information and ideas into a usable form requires the student to describe, analyse, synthesize, and generalize to arrive at an understanding of the part of the world under consideration.

Organizing information regionally enables the student to better understand the interrelationships in his/her own community, his/her own society, and the world in which he/she lives. By analogy, it is possible to study various parts of the human body and to know their function, but it is only when these systems are considered together that the student comes to understand the unity of the body.

The region which the child experiences earliest is the neighbourhood. From this level he/she expands to the community; then to regions in the city, the province or territory, the country, the world.

In Unit 7 the child investigates the characteristics of a region in his/her country.

The Unit Content

In this unit the children learn about the Prairie region by reading and presenting a play, *From Dinosaurs to Derricks*. They are required to find out about the land, the farms, the oil, and the transportation of this region before presenting the play.

Investigation I From Dinosaurs to Derricks

Understandings to be Developed

There are various regions in Canada, each with special features.

The Prairies is one of these regions.

Plays are written in a special way.

When getting ready to present a play, everyone should have something to do and each person should contribute his/her best effort.

People must work well together if they are going to present a play.

Contents

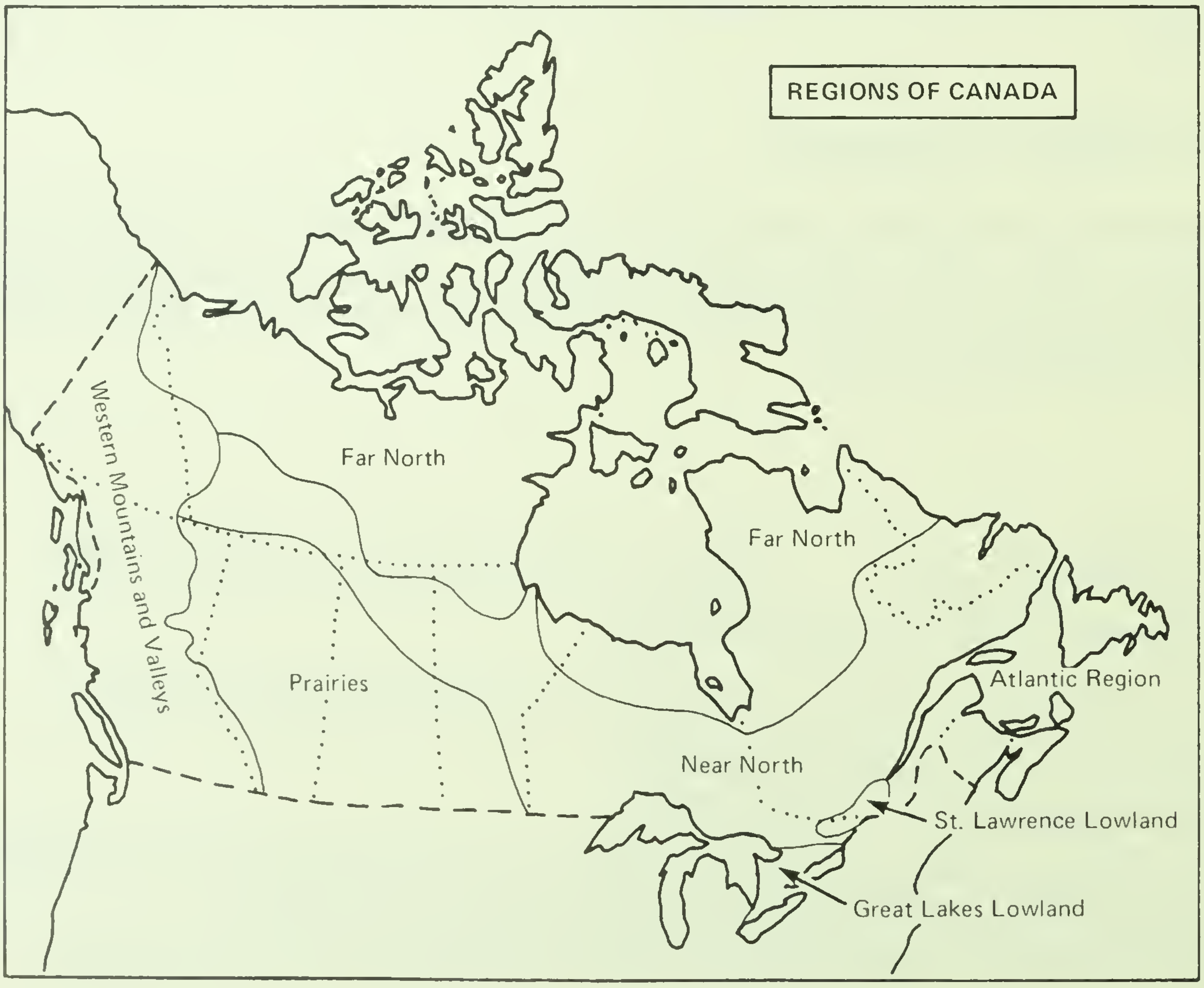
From Dinosaurs to Derricks, pages 6 to 19

A.V. Canada (fold-out map)

Suggested Discussion and Activities

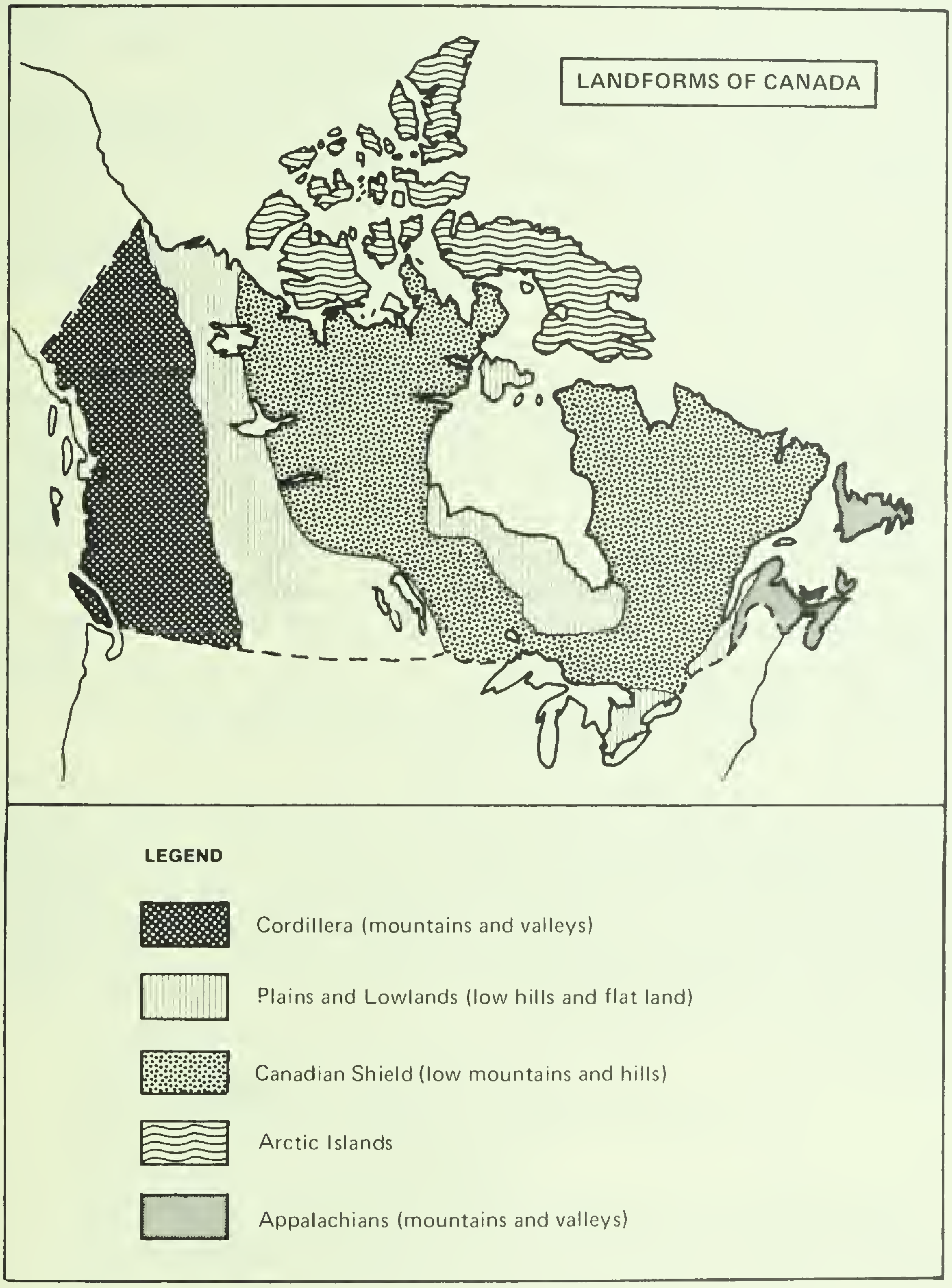
1. If the children have never been exposed to the written style of a play, briefly explain the format.
2. During their initial reading of the play, have them speculate on what the missing lines might be. After reading the play, have them share their ideas, give comments, and ask questions. Encourage them to draw from their experiences in answering some of the questions.
3. Questions should be directed to the class to ensure comprehension of the play.
   Sample questions:
   a. "Whom did we meet in the play?"
   b. "Where does this play take place?"
   c. "How was the family travelling?"
   d. "In what other ways could they have travelled?"
   e. "If you were going to go across the Prairies, how would you like to travel?" (Discuss the advantages and disadvantages of the scenic route and the direct route.)

A.V. 4. Canada (fold-out map)
   This unit is concerned with the concept of regionalism. (See the definition in the introduction to this unit.)
   a. Have the children locate the Prairie region on the Canada map in the Audio-Visual Kit. Then show them the region where they live.


REGIONS OF CANADA
Far North
Far North
Western Mountains and Valleys
Prairies
Near North
Atlantic Region
St. Lawrence Lowland
Great Lakes Lowland

b. Guide the class to an understanding of a region by asking such questions as: “How are the Prairies like where we live? Do we have this where we live? How is this different from where we live?” These questions should also be asked as the children are painting a scene or making other preparations for the play.

c. The regions of Canada are largely determined by the physical features of the land. A knowledge of the basic landforms in Canada could be introduced or reviewed at this point.


LANDFORMS OF CANADA
LEGEND
Cordillera (mountains and valleys)
Plains and Lowlands (low hills and flat land)
Canadian Shield (low mountains and hills)
Arctic Islands
Appalachians (mountains and valleys)

The following activities are reproduced from Level 2 of the Social and Environmental Studies Program, Beaver Hill. (See the Beaver Hill Teacher’s Resource Book, pages T126 and T127.) They could be used to review the different kinds of landforms and introduce the children to the understanding of a region.

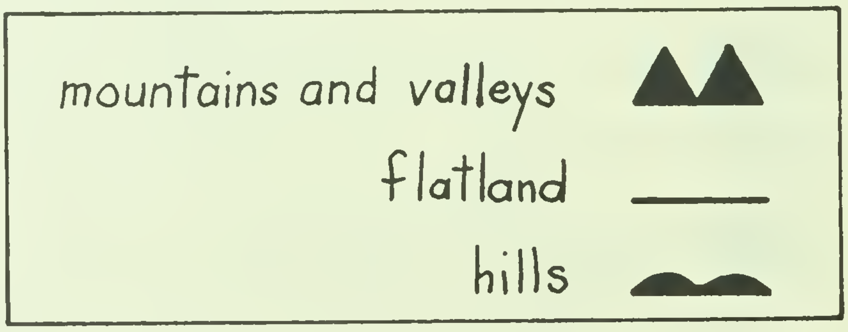
1. Collect pictures or slides which show that each part of Canada has special features—plains, mountains, forests, lowlands, etc.
2. Have a political map and a physical map of Canada on display.

3. Using mural paper, make a large outline map of Canada. Show the boundary lines of the provinces and territories.
4. Have six medium-sized cardboard boxes half-filled with moist sand.

Suggested Discussion and Activities

1. Discuss an imaginary journey the children might take across Canada. Show pictures as you "journey" from province to province. Point out the location of each on a map of Canada. Discuss the land and physical differences seen in the pictures. "Which parts of Canada would be good for swimming? Skiing?" Compare some areas to your own community. "How is it similar? Different?"
2. As you "journey", make a list of words which describe the land. Examine each picture or slide carefully. "What word would describe the land? What are the people doing in this picture? What might the people work at who live in this area? Would you be able to own a good farm in this area? Why?"
3. Have the children pick out two pictures which show contrasting scenes of Canada, such as flat land and mountains, or farms and city. Have the children describe why these are contrasting pictures.
4. Divide the class into groups. Assign to each group one type of landform. Include mountains, valleys, hills, flat lands. Give each group a medium-sized cardboard box in which you have put moist sand. Have the group mould the landform assigned. When complete, have the group present the "sand form" to the class by describing that landform and show on the map where it is found in Canada. (This may be a review of kinds of landforms if the children carried out the Related Activities in Unit 1, page T31 of this Resource Book.)
5. Using the outline map of Canada made on mural paper, have each group make a series of cut-outs from construction paper to symbolize their landform and place these on the map in the proper places to make a picto-map. Choose the more obvious landforms, such as the Rocky Mountains, Appalachian Mountains, Canadian Shield (hills), Western Prairies (hills), Eastern Prairies (flat land), St. Lawrence-Great Lakes area (flat land).

   Example:



6. Encourage the children to bring in pictures, postcards, travel brochures, calendars, etc. showing Canadian scenes. Place pictures showing distinct landforms in a large envelope. Have the children choose a picture from the envelope, cut it out, mount it on poster paper, and label it by telling what landform is shown and telling where this picture may have been taken. Have the child give one reason for his choice. These pictures can be shown and discussed later and the reasons evaluated.
7. Make a small folder of construction paper. On the front paste a picture or postcard showing a Canadian scene. Inside, print one or two statements or questions for the child to answer or complete.

Example:

The type of landform shown is ______.
What might the people do who live here?
farming fishing lumbering mining
Where might this picture have been taken?
Why?

Preparation for the play

a. The children will have to discover more about the Prairie region in order to complete the written portions of the play.

b. The making of the scenery and props necessitates a study of transportation, the physical appearance of the region, farms, and oil refineries. Each child could be involved in one area of research, or one investigation. The class could be divided into three groups or crews:

Transportation Crew
Land and Dinosaur Crew
Farm and Oil Crew

If the teacher wishes to have more groups, the Land and Dinosaur Crew and the Farm and Oil Crew could be divided to provide two more groups.

Each crew prepares for and presents a part of the play:

Transportation Crew—Act One, Scene One
Land and Dinosaur Crew—Act One, Scene Two
—Act Two, Scene One
Farm and Oil Crew—Act One, Scene Three
Act Two, Scene Two
Act Two, Scene Three

c. Each crew should be assigned to a specific part of the room. There research will be carried out, scenery and costumes made, rehearsals conducted, display tables set up. The display tables could include filmstrips, records, pictures, models, tapes, books, pamphlets, stories, posters, etc. Each crew must decide:

Who will be the characters?
Who will be part of the "chorus"?
What are the missing lines?
Is more dialogue necessary?
What scenery is necessary and who will make it?
What are the responsibilities of each member of the crew?
What costumes will be necessary?
What will be included in the display?

d. Before beginning the group work, it would be beneficial to make a chart on "How to Work in a Group," to include such points as: "I should listen to the ideas of others; I should contribute my ideas; I should not try to boss the group; I should be polite to the group members; my group should be thoughtful of other groups who are working with the teacher."

At the end of the play, a similar checklist could be put on a stencil, so that each child could evaluate his/her own behaviour and participation in the group.

Sample self-evaluation sheet:

HOW TO WORK IN A GROUP

Name: ________________

Check yourself to see if you have been doing those things that improve your work and the work of your group. Read these questions. Circle yes or no.

How did I work?

1. Did I do my own job?	yes	no
2. Did I finish each job?	yes	no
3. Did I follow directions?	yes	no
4. Did I listen carefully?	yes	no
5. Did I return all my materials?	yes	no
6. Did I clean up?	yes	no

Was I a polite worker?

1. Did I listen to others?	yes	no
2. Did I take turns?	yes	no
3. Did I thank those who helped me?	yes	no
4. Did I share materials?	yes	no
5. Did I work quietly without bothering others?	yes	no

I think I could improve by ________________

____

Another method of encouraging co-operation in the group is to keep a chart with each group listed and a date for each work period. The group with the most points at the end of the unit wins a prize, such as a chocolate bar for each member.

Sample chart:

BEST GROUPS

		April 16	April 18	April 9	April 13	April 14
QUIETEST GROUP	5 POINTS					
MOST CO-OPERATIVE GROUP	4 POINTS					
BEST CLEANING-UP GROUP	5 POINTS					
MOST PRODUCTIVE GROUP	5 POINTS					

Score
Transportation Crew
Land and Dinosaur Crew
Farm and Oil Crew

Keep a running record for each group as the scores change from day to day.

Deduction of points might also be useful if groups did not work according to your expectations.

e. It will be necessary for the teacher to work with each group. Parent volunteers might be asked to help. The following method of organizing for the group work may be helpful.

Put the following questions on a stencil (or on the board or a chart where they are easily seen from all parts of the room).

OUR PLANS FOR THE PLAY

Who are the characters in our part of the play?
Who will play each character?
Who will be part of the chorus?
What are the missing lines?
Is more dialogue necessary?
What scenery will we have?
Who will make the scenery?
What costumes will we need?
What information will we get for our display? Check which of these we will use:

filmstrips ____
records ____
pictures ____
models ____
tapes ____
books ____
pamphlets ____
stories ____
posters ____
other things ____

What words should we learn the meaning of?
HAS EVERYONE IN OUR GROUP SOMETHING TO DO?

Have each group choose a leader and answer the questions on the stencil. Continually move from group to group and offer assistance. At the end of the group meeting, have each group share their "problems" with the other groups. The other groups may have some ideas to help them.

Also mention the "How to Work in a Group Chart" and have each child mentally answer each question. Perhaps the leader could give honourable mention to people in his or her group who were helpful and polite.

While the Land and Dinosaur Crew and the Farm and Oil Crew are completing their stencil, and/or gathering their information from:

- the resource centre (speak to the resource librarian ahead of time so he/she can be available to help the children locate what they need),

- the local library (if you have an adult to accompany each group),
- books, magazines and other materials in the classroom,

have a meeting with the Transportation Crew. Then, in turn, meet with each of the other crews while the rest of the children continue with their stencils, their information-gathering, and preliminary plans for scenery.

Related Activity

The teacher may wish to read related stories to the class. *Frontiers*, edited by Stephen Dunning, Scholastic Book Services, contains stories which may be of interest to the children. One selection, "Grasshoppers," by Rose Wilder Lane, could provide insight into the problems encountered by Prairie farmers. Other stories in this book may be read to the children during their study of Calgary in Unit 9.

Investigation II *The Transportation Crew (Act One, Scene One)*

Understandings to be Developed

After locating the Prairies and our community on the map of Canada, we can use the scale to find out how far away we are from the Prairies. (If the children live in the Prairies, the teacher might have them find how far away some of the other regions in Canada are.)

Each form of transportation has various advantages and disadvantages.

Some forms of transportation cost less but take longer.

Other forms of transportation are faster but cost more.

Contents

From Dinosaurs to Derricks, pages 6 and 7

A.V. Canada (fold-out map)

Suggested Discussion and Activities for The Transportation Crew (Act One, Scene One)

Script

a. Instruct the group to read Act One, Scene One silently.

b. Encourage the characters to use expression in their voices as they read their parts aloud.

c. Discuss with the group the way in which they want Aunt Paula to respond to Mike's question. If the children have previously discussed the idea of scale and have had practice in using it, help them determine the distance between their community and Regina. Use a string or ruler to measure the distance on the Canada map in the Audio-Visual Kit. When they have discovered the distance in centimetres on the map, use the scale to determine the distance in kilometres. (Suggestions for assisting children in understanding scale are on pages T20 to T22 of this Resource Book.) This exercise will have more meaning if the children discuss an extended trip they have taken and the time involved for such a trip.

d. After preparing the lines for Aunt Paula, the group may want to add further dialogue among the characters or even add other characters.

Scenery

a. Discuss ideas for scenery and props. The group may want to build the car of cardboard boxes. If the group wishes to include more characters, the scene may be set on a train and more members of the class could participate. For example, there could be other passengers on the train who could engage in conversation; the train conductor could give added information about the Prairies or the method of transportation.

b. The Land and Dinosaur Crew may want to make Grandpa's truck.

Transportation Display

a. Telephone the airlines, train station, bus depot, and motor league, and compare the distances and prices for each method of transportation. Record the information on a chart with a picture of each method of travel.

b. Build a display, using models of the various methods of transportation.

c. Gather pictures of various methods of transportation.

d. The children could draw posters to advertise one method of transportation. They should attempt to make their method of travel appear the most desirable.

Investigation III The Land and Dinosaur Crew (Act One, Scene Two; Act Two, Scene One)

Understandings to be Developed

The appearance of the land in the Prairie region is different from the land in our region. (If the children live in the Prairies, the teacher should guide them to realize that the land in other regions of Canada looks different from that of the Prairies.)

An ancient sea that covered the Prairies millions of years ago made the land flatter than the areas around it.

Much later, the Prairies were covered with glaciers; after they melted the land gradually began to look as it does today.

Dinosaurs once lived on the Prairies long before the ice ages, when it was much warmer and wetter than it is now. The dinosaurs became extinct as the climate grew cooler and drier.

Contents

From Dinosaurs to Derricks, pages 8 and 9, 12 to 14

Suggested Discussion and Activities for The Land and Dinosaur Crew (Act One, Scene Two; Act Two, Scene One)

Script

a. Have the group read the two scenes silently.

b. Then have each character read his part aloud.

c. Prepare Sandra's answer on page 8 and the words of the narrator on page 13. Each member of the group could prepare each of the responses and then choose the best ones, or the group could prepare the responses together on a chart. Sandra and the narrator record their response as part of their lines for the play.

Scenery

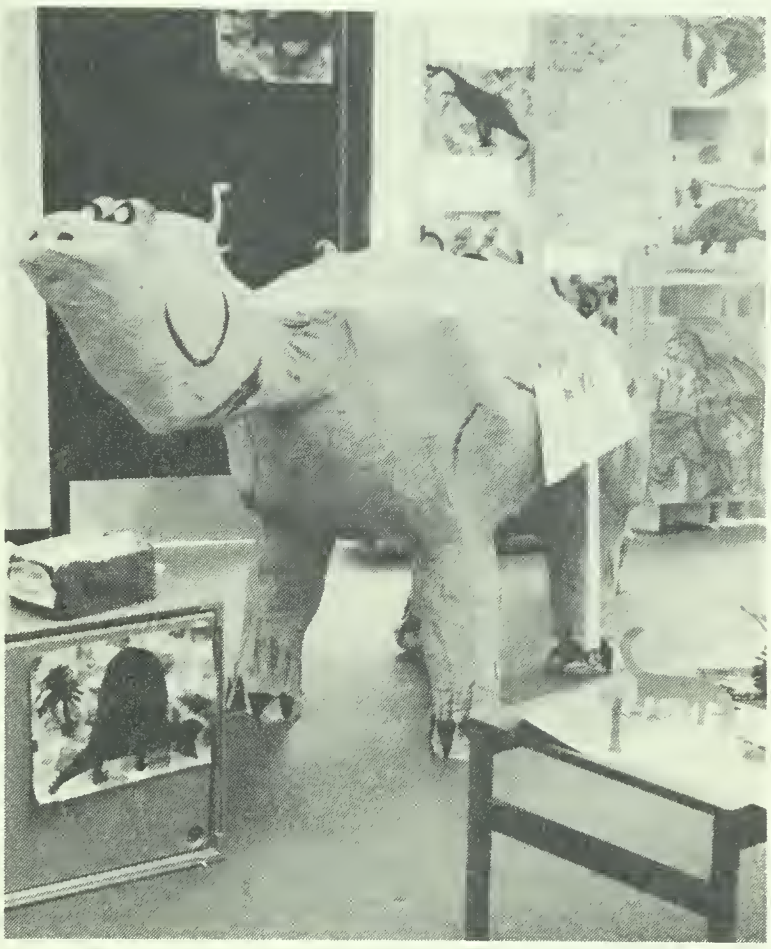
a. For this scene, the crew should first discuss the physical appearance of the Prairies and the necessary requirements for the scenery. Suggest to the children that they collect all the pictures and books about the Prairies that they can find in the library or in magazines. Examine the materials and discuss the region in terms of physical appearance.

b. They could make a long mural that shows the land, grain elevators, and perhaps in the distance a farm, an oil derrick, or a town. (For this information the Land and Dinosaur Crew may want to consult the Farm and Oil Crew.) This mural will be the main part of the scenery for the play. The car (or train), Grandpa's truck, etc. will be placed in front of the mural.

Land and Dinosaur Display

1. This crew could prepare a bulletin board display to compare and contrast the physical appearance of the Prairies and that of their region. The display could consist of magazine pictures, pictures they have drawn, study prints from the library, etc. Also, when it is time to share, they may use filmstrips to show the comparison. They might use poems or stories to describe their region or the Prairie region.

2. The crew could find information about the ancient sea, the glaciers, and dinosaurs to share with the other groups. They could build models, make pictures, write stories, show filmstrips, display books. Plasticine models of dinosaurs in their natural habitat would make an interesting display.



Investigation IV The Farm and Oil Crew (Act One, Scene Three; Act Two, Scenes Two and Three)

Understandings to be Developed

The Prairies produce much of the wheat used in Canada and sell large amounts to other countries.

Other kinds of farming are also important in the Prairie region.

Oil is another important resource of the Prairies.

Our community and our region are also important to Canada.

Prairie wheat farmers have special kinds of problems.

Contents

From Dinosaurs to Derricks, pages 10 and 11, 14 to 19.

Suggested Discussion and Activities for The Farm and Oil Crew (Act One, Scene Three; Act Two, Scenes Two and Three)

Script

a. Have the children read the three scenes silently.

b. Then have them read their parts to their group.

c. Prepare the missing lines.

Act One, Scene Three

The crew may want to wait until they have completed their research before preparing Mike's lines on page 11. The following ideas may help them to write Mother's answer on the same page. Discuss with them how they should go about finding the answer. Have them check the library, ask their parents, telephone various resource people who would be willing to spend some time with the group, such as someone in the mayor's office, your Member of Parliament, the public relations officer of a large company located in or near your community. The children could write letters to these people to discover the importance of their region or community to Canada.

Act Two, Scene Two

Make a chart to list the various chores done by the children to help at home. Have the group use it to prepare a response for Mike and Sandra to Grandfather's question.

Act Two, Scene Three

The children should suggest some of the questions Mike and Sandra might ask. After a brief discussion, have two or three (or more) questions chosen for the play. Decide who is going to do the research for the answers. If the teacher wishes to have this scene done by a fourth crew, more questions, involving greater research, could be added. Note that oil is dealt with in more detail in Unit 9, *City on the Grow: Calgary*.

Scenery

A mural that shows Grandpa's farm and the wheat fields could be made for both farm scenes. Another mural showing the poor fields could be added when the children present Act Two, Scene Two.

Act Two, Scene Three takes place in the farmhouse. This could be indicated by the use of a table and several chairs. The oil derricks discussed in the scene could be shown in one of the following ways:

a. They could be painted on the mural of the farm scene as if they were in the distance.

b. They could be placed in front of the mural as separate cut-out shapes.

c. They could be painted on a square of mural paper and framed to make it seem as if they were being seen through a window.

Farm and Oil Display

a. The Farm and Oil Crew should extend their knowledge beyond that of the wheat production of the Prairies, to include cattle ranching and other types of farming in the region. The children could research the types of chores that must be done on a farm, and the hardships of farmers throughout Canada. If the group is unable to gather and organize the material independently, it may be necessary for the teacher to tell them the facts and let them decide how they would like to share the information with the group.

b. Discuss with this crew the many varied types of farms in Canada. "Are there farms in your community or region? What things are found on these farms? What do all farms have in common? How are these farms different?"

c. Have them prepare a display centre to relate their information to the other groups. On presentation day they could pretend they are farmers and tell about their life on the farm—on a beef cattle ranch, on a dairy farm, on a fruit farm, on a potato farm, etc. Each member of this group might like to specialize in one particular type of farm and share the information they have discovered about it. Perhaps they would also be able to show the product of the type of farm they are explaining. They could use filmstrips, tapes, records, models, pictures, stories, and poems to share the information.

d. The teacher may wish to omit an oil display at this point, because the topic is dealt with in Unit 9. If, however, a separate Oil Crew has been organized, their research could lead to a display to provide background information for the study of oil in Unit 9.

Investigation V Presenting the Play

Understandings to be Developed

Presenting a play requires the co-operation and careful planning of all members of the class.

We can improve our performance by listening to helpful comments from each other as well as our audience.

Contents

From Dinosaurs to Derricks, pages 6 to 19

Suggested Discussion and Activities

1. Have the children present the play to the class and other classes or parents who are interested in seeing it.
2. Encourage the audience to make comments or ask questions. The children should introduce the play to the audience, telling the purpose of working on this play. They could give the setting by describing the Prairie region.
3. Have the children and the parents visit the displays. The children in each group should be prepared to answer their questions.
4. If there is a camera available, photograph each crew as they are performing. Also photograph each display centre. Display the photographs.
5. Have each crew comment on the performance of the other groups. They could talk about what they liked about the performance and what they might have done to improve it. A rehearsal of the play and these comments may be useful before the final performance.

UNIT 8 THE END-OF-THE-EARTH PEOPLE COLVILLE LAKE

The Basic Concept: Culturalism

Culture is the way a group of people think and act. It includes their arts, beliefs, institutions, and all the other things they produce. These are passed on within the community or region. Cultural values affect the way the members use their environment and the decisions they make.

The study of other cultures in relation to the children's own will help them to develop their own cultural values and provide the background for cultural decision making. Cultural analysis must be placed in its proper perspective if the children are to develop a sensitive and realistic understanding of their own and other cultures.

Unit 8 deals with the daily life and attitudes of a group of native people in Canada. A study of these elements gives the children a basic understanding of the meaning of culture and the ways in which a person is part of and affected by it.

The Unit Content

Throughout Unit 8, the children compare their culture with that of the Hare Indians. They examine methods of communication; seasonal changes; ways of acquiring food, shelter, and clothing; how spare time is spent; and attitudes toward life. The children learn that both cultures have the same basic needs for food, shelter, and clothing. There are differences in the way these needs are met.

Investigation I Who and Where Are the Hare Indians?

Understandings to be Developed

The Hare Indians live in the northern part of Canada.
They have a way of life that is different from (or similar to) ours.

Contents

The End-of-the-Earth People, pages 20 to 23
A.V. Canada (fold-out map)

Suggested Discussion and Activities

1. Before introducing the children to the story in the booklet, find out what their present knowledge and attitudes are about the Canadian Indians and Inuit. This activity will help you to determine whether or not they have developed a stereotyped view of the Canadian Indian. During the rest of the unit, the children should be guided in an understanding and appreciation of the ways of life of the Indians and the problems they are facing today. The children may not be able to answer all these questions. Encourage them to offer any ideas they have and to state that there are important differences among Indian groups and individuals across Canada.

   "What do Indians look like?"
   "Are they all the same?"
   "Where do they live?"
   "What are their homes like?"
   "What food do they eat?"
   "How do they get their food?"
   "What work do they do?"
   "How do they spend their spare time?"
   "What clothes do they wear?"
   "What are their religious beliefs?"
   "What are your feelings about them?

   The answers to these questions could be recorded by each child or by groups.

   a. You may want to provide them with a stencil to record their answers pictorially or in words or phrases.
   b. If a tape recorder is available, tape this discussion.
   c. Each child could choose a question to illustrate in a drawing, a painting, or a Plasticine model. Whatever the method of recording, keep the results for use in Investigation III.

2. The children will be interested to find out about the way of life of other Indian and Inuit people in Canada. Encourage them to learn, through television, newspapers, books, etc., about the present way of life of the Indians. Keep a bulletin board display of any current information the children bring to class. This material will be useful in Investigation III.

3. **Background Information on the Hare Indians at Colville Lake**

   The priest, Father Brown, who was directly responsible for the development of the Hare Indian settlement at Colville Lake, arrived there in the summer of 1962. He was greeted by about 24 Hare Indians living in moss-covered cabins.

   During the summer of 1964, with the help of the Indians, Our Lady of the Snows Mission was built. The moss-covered cabins were gradually replaced with sturdy log cabins. Father Brown showed them how to use moss and clay for chinking. A large dock was built out into the lake to unload aircraft. A tunnel and freezer room were chipped 10 metres (35 feet) into the permafrost under the mission, to preserve fish and meat during the summer.

Father Brown believed that a living could still be made off the land. The fact that the Colville Lake settlement is debt-free and growing seems to prove that he was right.

Before Father Brown arrived, the Indians in the region had begun to move from the bush to nearby towns, such as Fort Good Hope. These towns are starvation traps for a people used to living by hunting, fishing, and trapping.

However, after hearing of the changes at Colville Lake, many of the Indians who had left drifted back to help. More log cabins were built, a space was cleared for a baseball diamond, and a playground was built for the children. A trading post was also built. Then the settlement was complete.

The inhabitants of Colville Lake sometimes complain that life is hard, that there is always so much work to do, but they end by saying: "But we are happy because we live as we want to and do the work we enjoy."

NOTE: This background information is not intended to be told verbatim to the children but rather to help you enrich what they learn through exposure to the unit.

By the end of this unit the children should understand that: the Hare Indians are one group of Indians living in Canada today; they have moved from places like Fort Good Hope back to the bush and the way of life they know and love; they receive no government aid; no group of Indians lives more northerly than they do, thus the name, The End-of-the-Earth People.

The material culture of the Hare Indians was very similar in most regards to that of such neighbouring groups as the Dogribs, Chipewyans, and Kutchin. The only significant difference among the groups in this area that was mentioned by the early explorers is in their clothing styles. The Tendi, Johnny, Dogrib Legend Series published by McGraw-Hill Ryerson Limited gives a genuine presentation of the Dogrib tribe recorded by the native peoples of the Northwest Territories in cooperation with the Curriculum Branch, Department of Education, Northwest Territories. Authentic illustrations parallel the story lines, providing students and teachers with a realistic, visual insight into the Dogrib culture as it was and is.

A.V. 4. Canada (fold-out map)

a. Introduce the story of *The End-of-the-Earth People* to the children. The map on page 20 shows the location of the Hare Village at Colville Lake as well as the caribou camp used by the Hare Indians in the summer. It also indicates the location of these places in Canada.

b. Locate Colville Lake on the Canada map in the Audio-Visual Kit. Make a large label for the Hare Village and stick it to the map with Plastitak. Have the children locate the Arctic Circle. Discuss with them the effect of the northern location of the Hare Village on the hours of daylight, the climate, the vegetation, and the way of life of the people. Guide them to an understanding of why the Hare Indians are called *The End-of-the-Earth People.* (See the preceding *Background Information.*)

   c. Have the children compare the location of the Hare Village with the location of their own community. They could use a piece of string and the scale on the Canada map to measure the distance of the Hare Village north of their community. (Suggestions for assisting children in understanding scale are on pages T20 to T22 of this Resource Book.) The sketches around the map on page 20 of the booklet show some of the features of the area around Colville Lake and the life of the people who live there. These could be used to make a general comparison with the features of their own area.

5. Instruct the children to use pages 20 to 23 of the story to find out all they can about The End-of-the-Earth People. Then record all the facts they have discovered.
6. a. Discuss possible replacements for roads, piped-in water, telephones, electricity, and mailmen.
   b. Compare the place of aircraft in the life of the villagers at Colville Lake with its importance in your community.
   c. Discuss a trading post—its importance to the community, how it works, and how that method of obtaining goods compares to the acquiring of goods in your community.

Related Activities

1. This activity might help the children to understand what it is like to live without a telephone or electricity. The children should be aware of the fact that the Hare Indians really have no need for these things. They are not dependent on them as we are, because they have developed a way of life that is different from ours.
   Sample activity cards:

Finish the Story

"Fire! Fire! Call the operator!" screamed Mother. Father rushed to the telephone and picked up the receiver. The line was dead -------

Finish the Story

No electricity! Soon it would be dark. We couldn't turn on any lights nor cook supper. There was no heat. It was getting colder and colder ------

2. Investigate various types of aircraft. The children could examine the difference between a passenger jet and a bush plane, and the basic uses of each.
3. Have a group of children learn more about the Arctic hare. Give the children a research paper similar to the one shown on page T141 of this Resource Book.
4. Review with the children the temperature zones introduced in Unit 4. (See page T78 of this Resource Book.) Establish with them an idea of the temperatures to be found in each zone. These terms could be introduced: Equator, torrid zone, temperate zone, frigid zone, Arctic circle.

Investigation II Their Homes

Understandings to be Developed

The Hare Indians usually use the resources near their community for building their homes.

The trading post provides things for the home that the Indians cannot make.

Homes are built according to the needs of the people who will live in them and the building materials that are available.

There are similarities and differences between our homes and those of the Hare Indians.

Contents

The End-of-the-Earth People, pages 24 to 27

Suggested Discussion and Activities

1. a. Have the children state all the things associated with a Hare Indian home. As they mention each article they notice or read about, print the words in a column on the board or print each word on a word card and arrange the cards in a column.

   b. Place each of these headings at the top of a piece of chart paper:

Chart ①	Chart ②	Chart ③
They use it for	We use it for	Instead we have

   c. Place chart paper 1 beside the column of words. Complete the chart with suggestions from the children. Then place chart paper 2 beside chart 1. Determine whether the children use each item in their home, and if so, for what purpose. Print their suggestions on chart 2. Now place chart paper 3 beside chart 2 and have the children suggest possible substitutes for these articles. Your completed charts might look like this.

	Chart ① They use it for	Chart ② We use it for	Chart ③ Instead we have
logs	building homes, fuel	burning in fireplace	bricks, oil (or gas)
bed	sleeping, sitting	sleeping	chairs, sofa
candle	light	special occasions	electricity
iron stove	heat, cooking	cottage heating	furnace, gas or electric stove
oil lamp	light	camping light, antique	electric lights
pail	drinking water, washing, cleaning	washing, cleaning	tap, hot water tank
(etc.)			

2. This activity may be used instead of the preceding one. Divide the class into three groups. Have each group complete a chart using words, phrases, drawings, or pictures cut from magazines.
Example:

	They use it for
logs	
bed	
candle	
(etc.)	

	We use it for
logs	
bed	
candle	
(etc.)	

	Instead we have
logs	
bed	
candle	
(etc.)	

When the charts are completed, place them side by side and examine their findings as to similarities, differences, accuracy, and completeness of information. Encourage the children to suggest possible additions and add these to the charts.

3. Activity 1 on page 27 can also be used as a comparative study. Help the children to realize that homes are built according to needs, and the materials used are chosen according to availability. For example, the Hare Indians use logs to build their homes because they can go into the bush, cut down the trees, and, with the help of their dogs, haul the logs back to the village. Other building materials, such as bricks or concrete, would have to be taken to the village by airplane or some other costly method of transportation.
4. Activity 2 on page 27, making a diorama, is another opportunity for a comparative study. Some of the children could make a diorama of the inside of a Hare Indian home, while others show the inside of their home or different types of homes in their community. If one box is

used for each room, boxes can then be placed side by side or one on top of another, depending on type of home. A doll house and its furniture could be used.

Related Activities

1. Have the children draw or collect pictures of the equipment used to keep their homes in good repair. Have them circle the tools and equipment that their mother or father use; then put an X on the things that could not be used at Colville Lake.
2. The children could draw or collect pictures of the things used inside their homes. They could circle the articles that their mother or father made; then put an X on the articles that could not be used in a home at Colville Lake.
3. Build a small log cabin, using rolls of wax paper, tinfoil, Christmas wrapping, newspaper, etc. One of the children may have a log building kit.
4. This may be the appropriate time for the children to learn about other kinds of homes. They could choose a home and show what it looks like. First they should find out what building materials were used; why this kind of home was built; who built the home—the owner or someone else; what use is made of the home. (Is it just a shelter from the weather, animals, etc., or does the family spend a lot of time in this home?)
5. Encourage the children to bring in models of articles used by the Hare Indians, such as a canoe, moccasins, etc.

Investigation III Their Way of Life

Understandings to be Developed

The Hare Indians' way of life is affected by their needs, the resources available, and the seasonal changes.

The native people of Canada are the Indians and Inuit.

Europeans have brought many changes to their ways of life.

Some Indians and Inuit have kept parts of their old way of life.

Canadian Indians and Inuit live in various parts of Canada. Each group has its own traditions and present way of life.

Contents

The End-of-the-Earth People, pages 28 to 45
A.V. Native Peoples of Canada (filmstrip)
A.V. Canada (fold-out map)

Suggested Discussion and Activities

1. Some dictionary work may be needed before the children start Investigation III. Such words as bannock, roe, canoe, and kicker, survival, villagers, moccasins, mukluks, caribou, shallow, imitate, misuse, complain, mass, priest, and anthropologist may require explanation. Print the words on word cards. (Have enough word cards so that each child will have one to work with. Some words may be duplicated.) Place the word cards in a box. Hold the box above their heads. Have each child take one card and find the meaning for their word. On their word card, they must draw a picture or write a sentence that clearly shows the meaning of their word. Check that they know the proper pronunciation before they share their knowledge with the class. Display the word cards alphabetically, in a central location in the room, so that the children can refer to them as they read the story.
2. a. Prepare charts that tell about the way of life in the Hare community and the children's community.
   Examples:

Travel

theirs	ours

Church

theirs	ours

Clothing

theirs	ours

Food

theirs	ours

Wild Animals

theirs	ours

Pets

theirs	ours

Just for Fun

theirs	ours

Parents Teach

theirs	ours

b. Show the charts to the children. Discuss each chart briefly. Explain to them that they
   i. may use pictures, drawings, words, and phrases to complete each chart,
   ii. are showing the similarities and differences between the way of life in their community and that in the Hare community,
   iii. use the story pages 28 to 43 to find the information about the Hare community,
   iv. use their own knowledge for their own community.

c. Group the children according to the chart they choose to work on. Some guidance may be needed if groups are having difficulty finding information. For example, questions like these could guide them in working on the Church chart:
   i. "Who built the Indian church? Your church?"
   ii. "What materials were used?"
   iii. "What do the people sit on?"
   iv. "What is the name of your religious leader?"

d. When the children have completed their charts, have a sharing time. At this point, groups may be able to add to charts they have not worked on.

e. A group of children may enjoy the following craft activities instead of the charts, or after they have completed their charts. These could be put on to activity cards.
   Using the pictures and information in the story for reference, construct a miniature replica of:
      the Hare village,
      the fishing camp,
      a caribou camp.

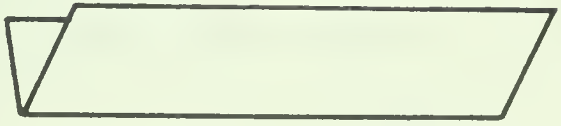
   Have them use their initiative to think of ideas for things that should be included in the models. The following suggestions may help them:

Make a canoe

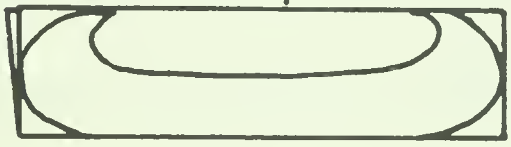
Materials: light cardboard or construction paper
scissors
string
needle
matchsticks
crayons, pastels, or paints

How to Make It:

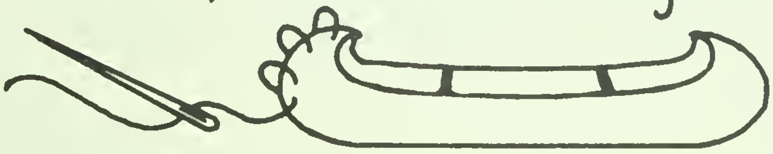
1. Fold the cardboard the long way.



2. Cut the folded cardboard in the shape of a canoe.



3. Colour the canoe.
4. Using an overhand stitch, sew the ends together.



Hold the sides apart with the matchsticks.

Make a log cabin

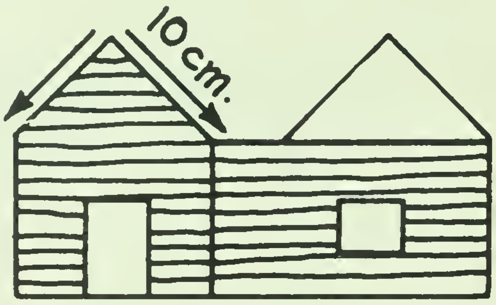
Materials: plastic straws, straight twigs
glue
scissors
cardboard for the roof
cardboard for the floor
crayons or paint

How to begin:

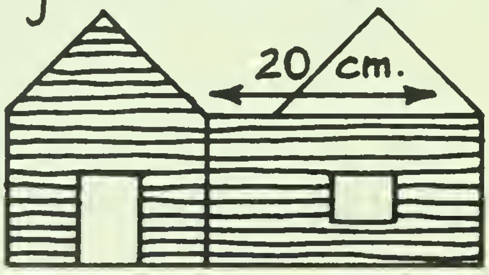
1. Glue the "logs" (straws or twigs) around the edge of the floor cardboard.
2. Build the walls up by pasting the "logs" one on top of another. Leave openings for the door and windows. Be sure to measure carefully when you are ready to cut the "logs" for each end of the peak of the roof.

Making the roof:

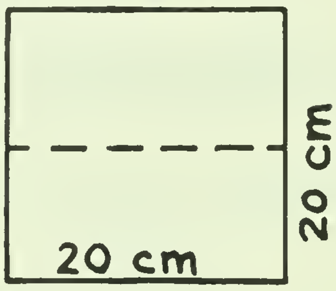
1. Measure the roof from the peak to the side wall. Double this measurement for the other side of the roof.



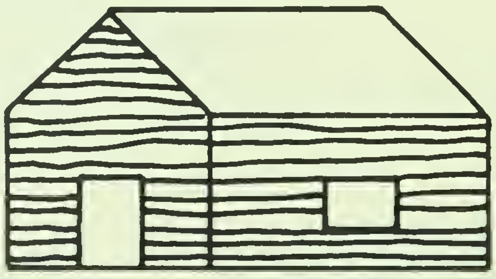
2. Now measure from one end wall to the other. This will give you the length of the roof.



Your roof cardboard will look like this:



3. Colour the roof black, fold it, and place it on the cabin. Now the cabin will look like this:



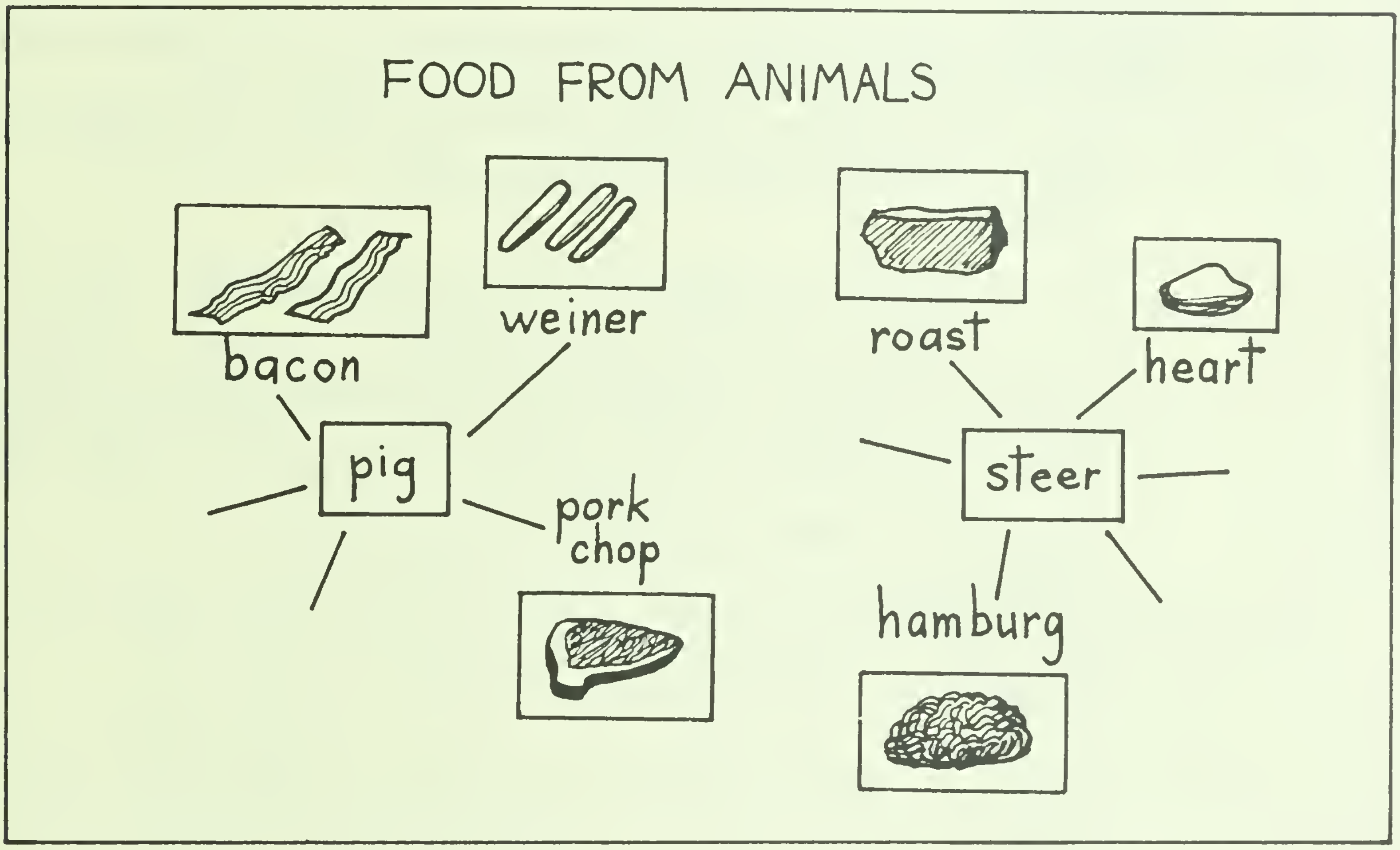
Finishing the model:

Woodpiles could be made of broken twigs stacked in rows.

People and dogs could be modelled in Plasticine.

Frames for storage could be made of twigs and roofed with glued-on paper.

3. Encourage the children to express their attitudes about the Hare Indians and their way of life.
"Do the Indians have to live this way? Why?"
"Where could they live instead of Colville Lake?"
"Are they happy with their life? How do you know?"
"Are they cruel to kill the animals? Why do you think so?
After the children have discussed these and similar questions, have them read the story on page 44. Help them to realize that they live as they do through necessity.
4. Point out the fact that we eat animals too. The children might enjoy preparing a display.
Example:



5. The *Just Suppose* activity on page 45 will help in evaluating each child's understanding of the way of life of the Hare Indians. Have each child write a story and make illustrations or models that show what his/her life would be like if he/she were a Hare Indian. This work should be discussed with the teacher and revised where necessary. The stories and illustrations could be organized and pasted into a scrapbook entitled "An Anthropologist's Report about the Hare Indians." The scrapbook could be placed in the class library or the school library for other children to read.

6. **Native Peoples of Canada (filmstrip)**
This filmstrip first defines the Native Peoples of Canada as being the Indians and the Inuit. Then, it outlines how the Indians and Inuit have adopted many of the new ways brought to Canada by the Europeans, as well as retaining some of their own ways.

Suggested Discussion and Activities

a. The information on the first two frames should be kept in mind throughout the discussion, so that the children are continually looking for examples of the old ways and new ways of life. Other frames with information and captions will also help to guide their discussion and viewing of the filmstrip.

A.V. b. Use the Canada map in the Audio-Visual Kit to locate each province or territory mentioned on the frames. Define the location of each as northern, southern, western, central, or eastern Canada. Remind the children that climate and other features of the environment create differences in life styles.

Follow-up

The children may be interested in finding out more about the way of life of the Indians and Inuit in Canada today.

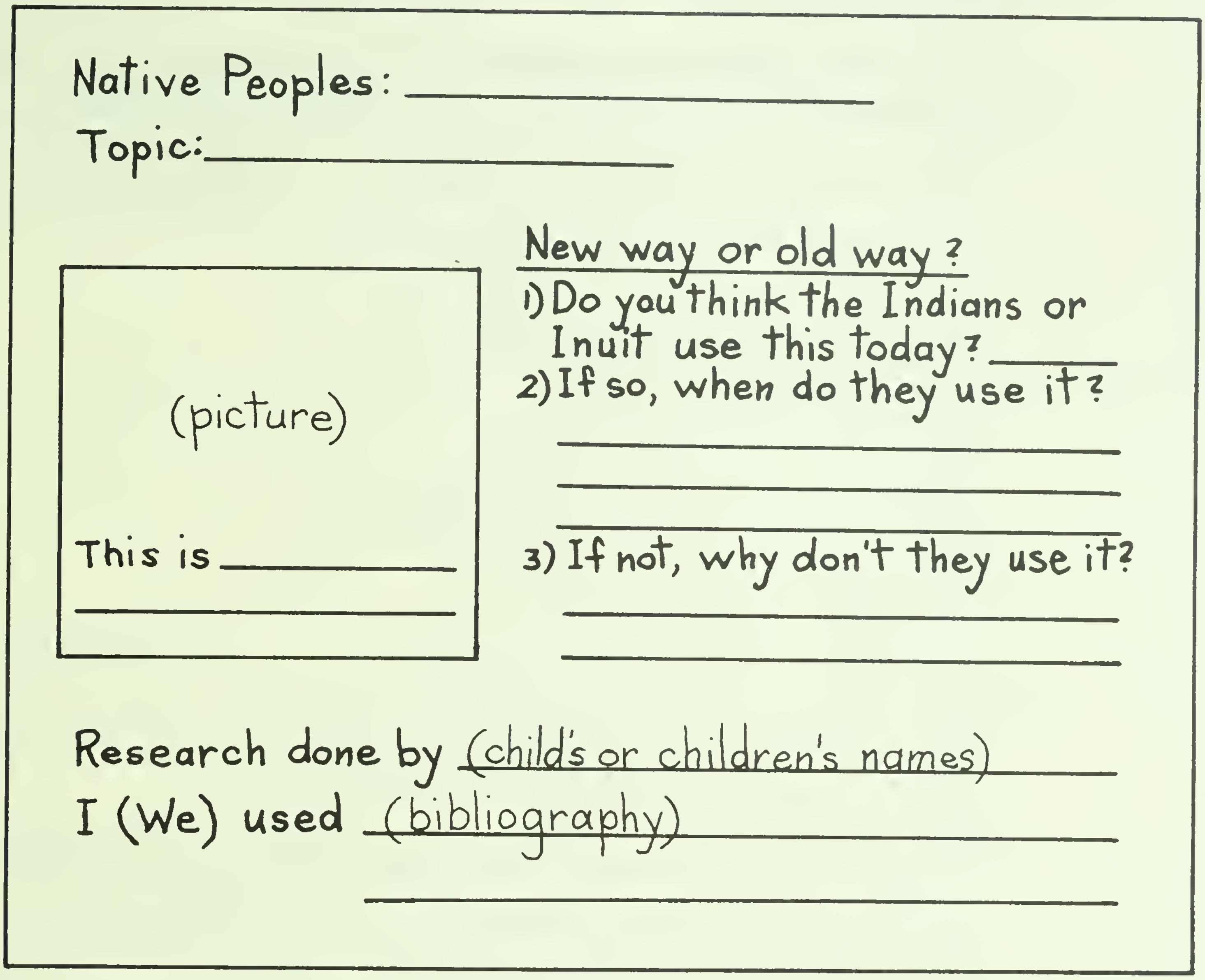
i. Have the children suggest the topics they would like to research. Prepare a chart for them to sign.
Example:

Topic	Indians	Inuit
Kinds of homes	Jean, Joe, Betty, Bruno	Maureen, Patty, Peggy
Methods of travel	Tony, Kathy, George, Val	Kim, Kevin, Jack, Eva
Equipment used	David, Doug, Danny	
Clothing		
Schools		
Work		
Art		
Problems		

The children could work individually, as partners, or in small groups.

ii. They could find pictures, descriptions, etc. about these topics and determine which show old ways and which the new ways. Guide them in finding the materials they need and in selecting the appropriate information. The following research paper may help them in organizing their ideas.

Sample research paper:



Native Peoples: ____________________

Topic: ____________________

(picture)

This is ____________

New way or old way?

1) Do you think the Indians or Inuit use this today? ______

2) If so, when do they use it?

3) If not, why don't they use it?

Research done by (child's or children's names)

I (We) used (bibliography)

iii. Have each child or group report its findings. Be sure that the other children agree with the decisions on "old ways" or "new ways". Encourage discussion and input of knowledge from all the children.

iv. The research papers for each topic could be kept and stapled together to make booklets.

Reference Materials

a. An excellent reference book for information about all the Indians of Canada is called *Indians of Canada*. It was written by Diamond Jeness and published by the National Museum of Canada (Bulletin 65, Anthropological Series #15, ©1967.)

b. A kit containing booklets, samples, photographs, filmstrips, and cassette tapes, *The Contemporary Indian*, can be purchased from the Indian-Eskimo Association of Canada, 277 Victoria Street, Toronto, Ontario, M4E 3S6.

c. A kit containing booklets, slides, filmstrips, and wall charts, called *Indians of Canada*, is produced by the National Film Board of Canada in co-operation with the Royal Ontario Museum.

d. The children may enjoy reading the following Indian legends:

The Mountain Goats of Temlaham, retold by William Toye, pictures by Elizabeth Cleaver.

How Summer Came to Canada, retold by William Toye, pictures by Elizabeth Cleaver.

These two books are published by Henry Z. Walck Inc., New York, and distributed in Canada by Oxford University Press.

e. There is a set of Indian legends retold and illustrated by Daphne "Odjig" Beavon, published by Ginn and Company, 1971.
The titles of the booklets in this set are:
Nanabush Loses His Eyeballs
Nanabush and the Spirit of Thunder
Nanabush and the Chipmunk
Nanabush and Mandomin
Nanabush and the Wild Geese
Nanabush and the Spirit of Winter
Nanabush and the Wild Rosebushes
Nanabush Punishes the Raccoon
Nanabush and the Rabbit
Nanabush and the Dancing Ducks

f. *Once Upon a Totem*, by Christie Harris. Woodcuts by John Frazer Mills. Published by Atheneum Publishers, New York, 1967. Distributed in Canada by McClelland & Stewart Ltd.

g. *Once More Upon a Totem*, by Christie Harris, illustrated by Douglas Tait. Published by McClelland and Stewart Ltd., 1973.

h. *A Horse for Running Buffalo*, by Madeline Freeman, illustrated by Allen Daniel. Published by Van Nostrand Reinhold Ltd., 1972.

7. If the children studied the West Coast Indians in *Living With Nature: Vancouver*, have them compare their way of life with that of the Hare Indians.

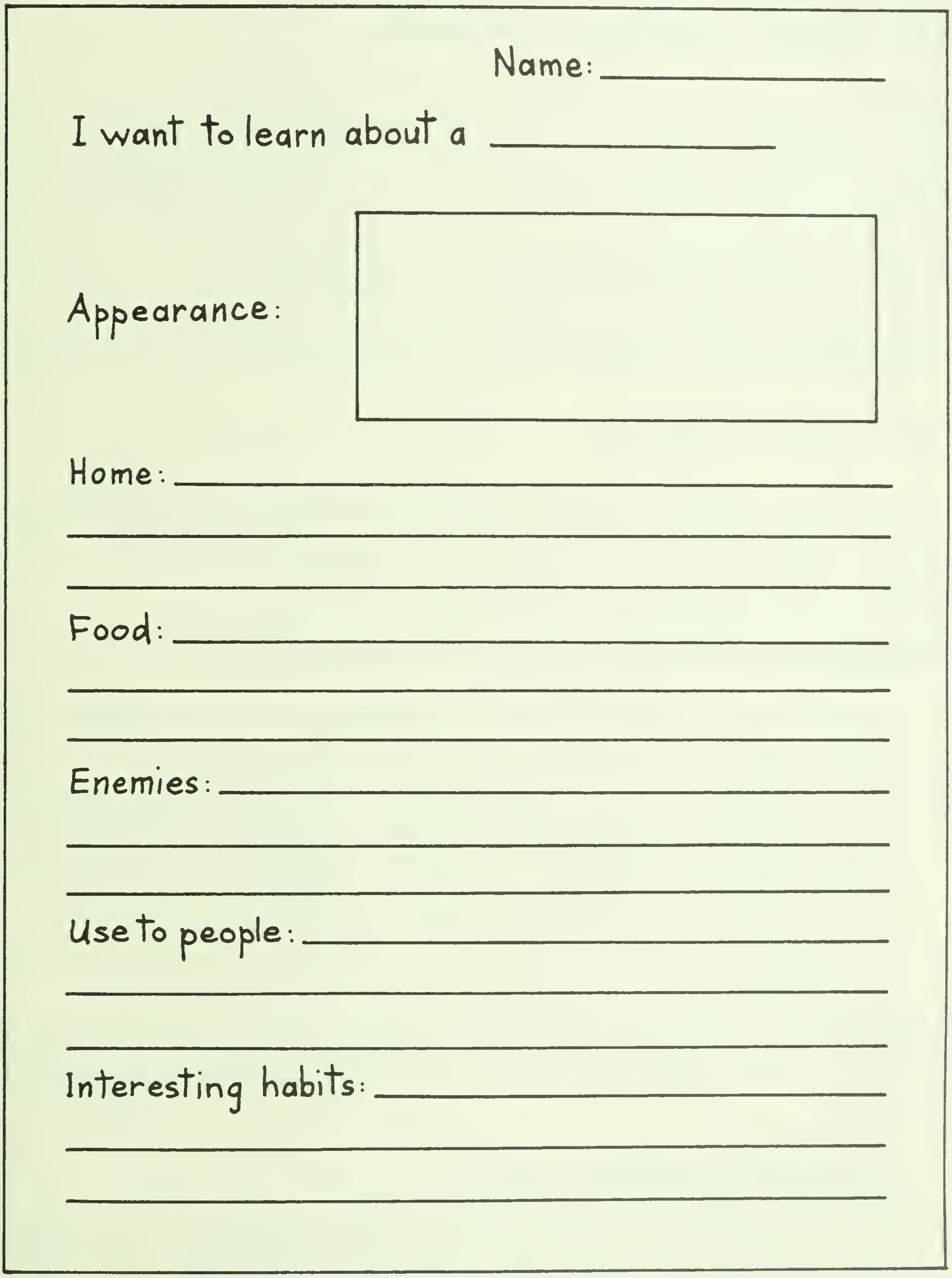
8. Now that the children have learned about the life style of the Hare Indians and other native peoples in Canada, have them discuss the questions they tried to answer about Canadian Indians and Inuit at the beginning of the unit. When they have answered the questions again, have them compare these answers with the answers they gave at the beginning of the unit. You might prefer to have the children refer to their first recorded answers and eliminate all the answers with which they no longer agree.

Related Activities

1. a. Have the children learn some Indian and Inuit crafts.
    - i. Instructions for making lino block prints are given on page 125 of *The World of People: The Global Village* (the Level 4 book of the Social and Environmental Studies program). Simple prints could be made by using potatoes instead of linoleum blocks.
    - ii. Carvings could be made of soap.
    - iii. The children could experiment with clay modelling. After their clay creation has been fired in a kiln, have them paint it, using designs that they have seen used by Indian and Inuit artists.

b. Set up a display of Indian and Inuit art and crafts. Let them examine a lacrosse stick, or tapestry, bead work, etc., made by an Indian or Inuit.

2. Research skills could be further developed by having the children research information about an Arctic animal: caribou, moose, wolverine, muskrat, Arctic hare, etc.
Sample research paper:



Name: ______________

I want to learn about a ______________

Appearance:

Home: ______________________________
____
____

Food: ______________________________
____
____

Enemies: ______________________________
____
____

Use to people: ______________________________
____
____

Interesting habits: ______________________________
____
____

3. Discover why there are different seasons. "How do seasonal changes affect the far North?" "How do they affect life in your community?"

UNIT 9 CITY ON THE GROW CALGARY

The Basic Concept: Change

Change is a force that is having an ever-increasing effect on our lives. Not only is the world being constantly changed by natural forces, it is being revolutionized by man's own activities. The student must be aware of the essence of change and its impact on the past, present, and future way of life. He or she should examine change in his own or her own community, in order to better understand the impact of change in other communities and its possible effect on the world of the future.

In Unit 9 the children examine change in a Canadian city and through this example look at changes in their own community (or a city nearby).

The Unit Content

The children examine the reasons for the founding of Calgary and its rapid growth. They learn that industry plays a large part in the growth of the city. Then they compare their own community (or nearby city) with Calgary and examine its growth and development.

Suggested Preparation for the Unit

1. Gather pictures, articles, books, filmstrips, etc. that tell about Calgary. Display them in an interest centre a few days before starting the unit.
2. A local resident who has visited Calgary may be willing to come to the school to show slides and talk about the city. Such a visit should be arranged before the unit is started. However, read the story in the booklet with the children before the visit. They will then be able to ask questions and better understand the information that is given.
3. A 16 mm film entitled "Calgary Stampede" is available from the National Film Board. It is in colour and runs for 24 min., 35 sec.
4. **NOTE: In the introduction to this Resource Book, pages T22 to T24, it was suggested that you record change throughout the year:**
   1. personal change,
   2. changes in the community,
   3. weather in the community.
   Have the children examine the records they kept and discuss the kinds of change that have taken place in themselves and their community.

Investigation I Changes in Calgary

Understandings to be Developed

Calgary has grown rapidly in the last 100 years.

The railway, the land, and the discovery of oil were the main causes of this growth.

A "city on the grow" means many changes—more people, homes, services, transportation, tall buildings, entertainment.

Contents

City on the Grow, pages 46 to 69
Canada (fold-out map)
City on the Grow (game print)

Suggested Discussion and Activities

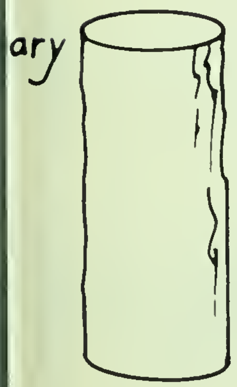
1. The following method could be used for presenting new words in the booklet.
   a. Before reading the story in the booklet, print the following headings on a piece of paper:

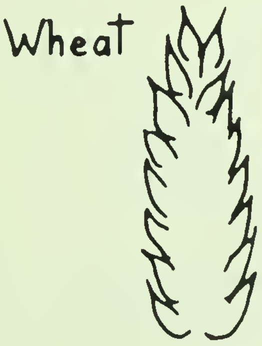
   Fort Calgary Wheat Ranching Oil Calgary

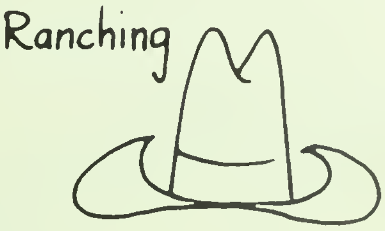
   b. Choose words in the story that you think would not be understood by the children. Write the words you choose under the appropriate heading.
   Example:

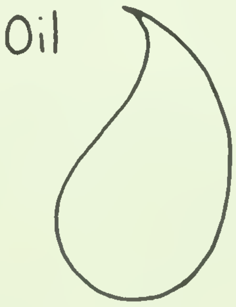
Fort Calgary	Wheat	Ranching	Oil	Calgary
lawlessness	threshing	mountain-born	refinery	revolving
unsettled	produced	branded	mineral	industries
government	fertile	industry	"blackgold"	charter
				population

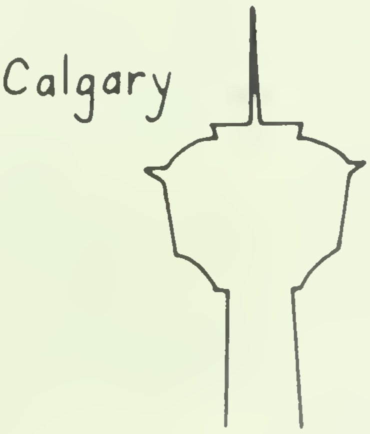
   c. When you have completed the list, choose a simple symbol to represent each heading.
   Example:



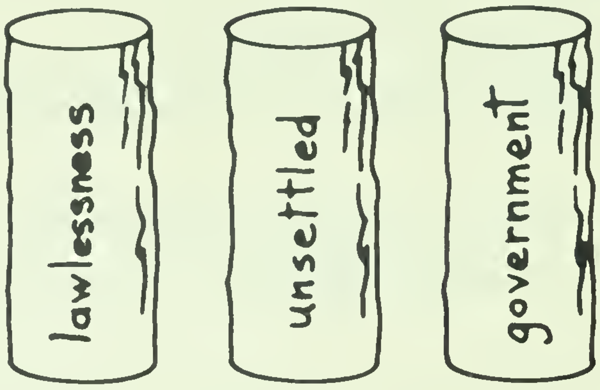






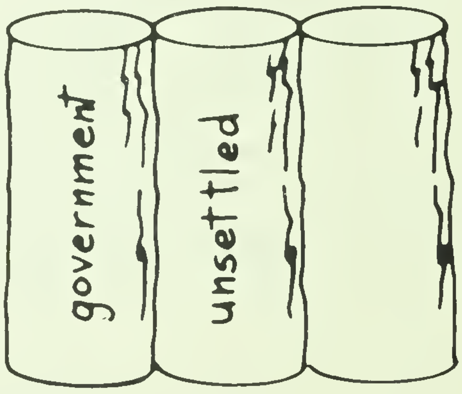


d. Cut enough symbols for the words you have written under each heading and print one word on each symbol.
Example:

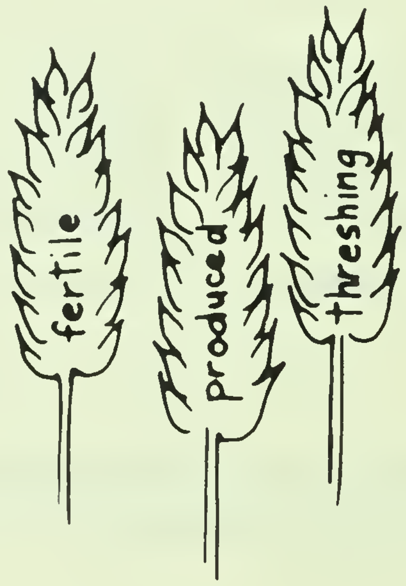

lawlessness
unsettled
government

e. Distribute the word cards for each heading to groups of children and have them discover and show the meaning for each word on their word cards. They can illustrate the word, write a sentence or a phrase to show its meaning, and then choose a synonym or an antonym for the word.

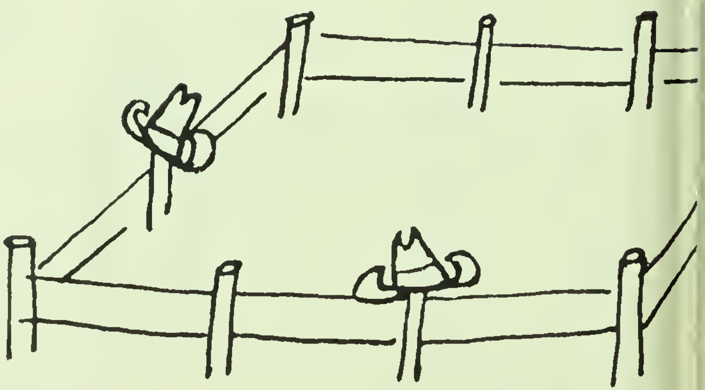
f. Before each group reports its words, the children might set up a display of their word cards so that they will be available for easy reference later in the unit.
Ideas for displays:
The Fort Calgary group could use their "logs" or "posts" to build a wall of a fort.


government
unsettled

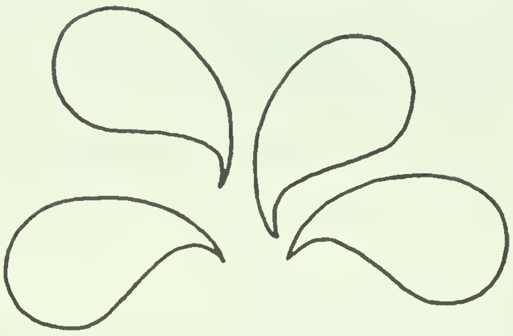
The Wheat group could add stalks to their heads of grain.


fertile
produced
threshing

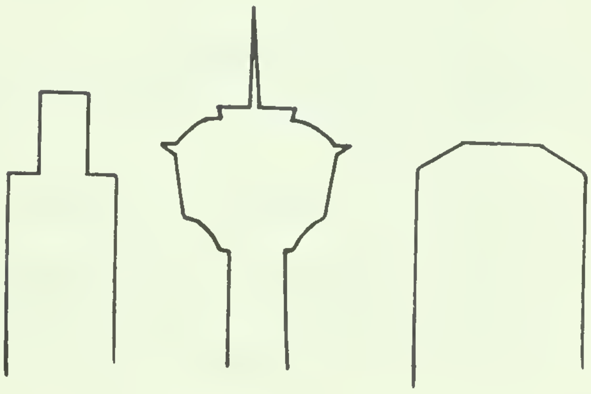
The Ranching group could build a simple corral and put their cowboy hats on the posts.



The Oil group could make a gusher.



The Calgary group could put together a "city" of modern buildings.



g. As each display is completed, have the group report. In this way, the class will not be exposed to too many new words at once.

h. For the groups who are finished:

  i. Give them additional words from the story. Have them discover their meanings, decide which heading they go under, and then make word cards.

  ii. The children could go to the interest centre or to the school resource centre to find more information about their heading. This will enrich their study of Calgary.

  iii. The children may enjoy making word games, such as crossword puzzles or "match the meaning," with the words from their heading. If their game is accurate, it could be duplicated and distributed to the other children. After they have completed the game, it could be returned to the group that created it to be checked for accuracy. The group that created it might award a prize to the winner(s).

V. 2. Canada (fold-out map)

a. Have the children locate Calgary on the Canada map in the Audio-Visual Kit. Make a large label for the city and stick it to the map with Plastitak.

b. Discuss the location of Calgary in the Prairie region. If the children studied Unit 7, *From Dinosaurs to Derricks: The Prairies*, have them recall the features of that region. This information will be useful to them as they learn about the reasons for the growth of Calgary.

c. The Canada map could be used as part of the Calgary display that they develop later in this investigation.

3. The following are suggestions for discussion and activities during the reading of the story. These should guide the children to an understanding of the concept of change in a city such as Calgary.

Pages 46 and 47

"How many people do you think first lived in Fort Calgary?"

"What did Fort Calgary look like?"

"What do you think it was like to live in Fort Calgary?"

Pages 48 to 51

1. Have the children note the first change in the population and the reason for that change.
2. Then have them speculate on what changes the establishment of cattle ranches and a meat packing industry might have had on the growth of Calgary.
3. The children might enjoy writing "recipes" for the raising of other animals.
4. Be sure that the children note the changes that had taken place by 1891. Have them speculate on what the citizens of Calgary used for light and how they acquired their water before 1891. How long did it take for Calgary to grow from a fort into a city?

Pages 52 to 59

1. Have the children read the first two lines on page 52. Discuss changes that they think might have taken place in Calgary after the discovery of oil.
2. Have the children read the rest of page 52 and pages 53 and 54, to see how the discovery of oil affected the growth of Calgary. Have them name some of the industries that oil can create.
   As they examine the pictures, establish who owned the first oil wells and where they were located. They may be interested in discussing the buildings, clothing, etc. Their observations here could be used as a comparison with the appearance of the homesteaders, and later as a further comparison when they examine Calgary today.
3. Have the children look at the photo of Calgary on page 55. Compare it with the photo of Fort Calgary on page 47, and the "oil" street scene on page 52. "What changes can you see? What are the main reasons for Calgary's growth?"
4. Discussion questions are provided in the booklet for the photographs and illustrations on pages 55 to 59. The children will begin to see some of the changes that take place in a city as it grows.

Pages 60 and 61

1. Complete the questions provided in the booklet on page 60. The children may need some assistance in understanding the word "services."
2. The children may enjoy choosing one of the services and preparing a report on all the jobs created by that service. Children who choose the same service could work as a group.
3. They may want to tell about services not mentioned in the story. They could choose a service in which a member of their family works, and report on the jobs created by that service. Such a family member would be an excellent source of reference.

4. They could draw sketches of their service; use magazines to find appropriate pictures; use words or phrases to describe their service; dress to depict one of the jobs associated with their service and tell what their job entails. Then each group could report to the rest of the class what they have done.

Pages 62 and 63

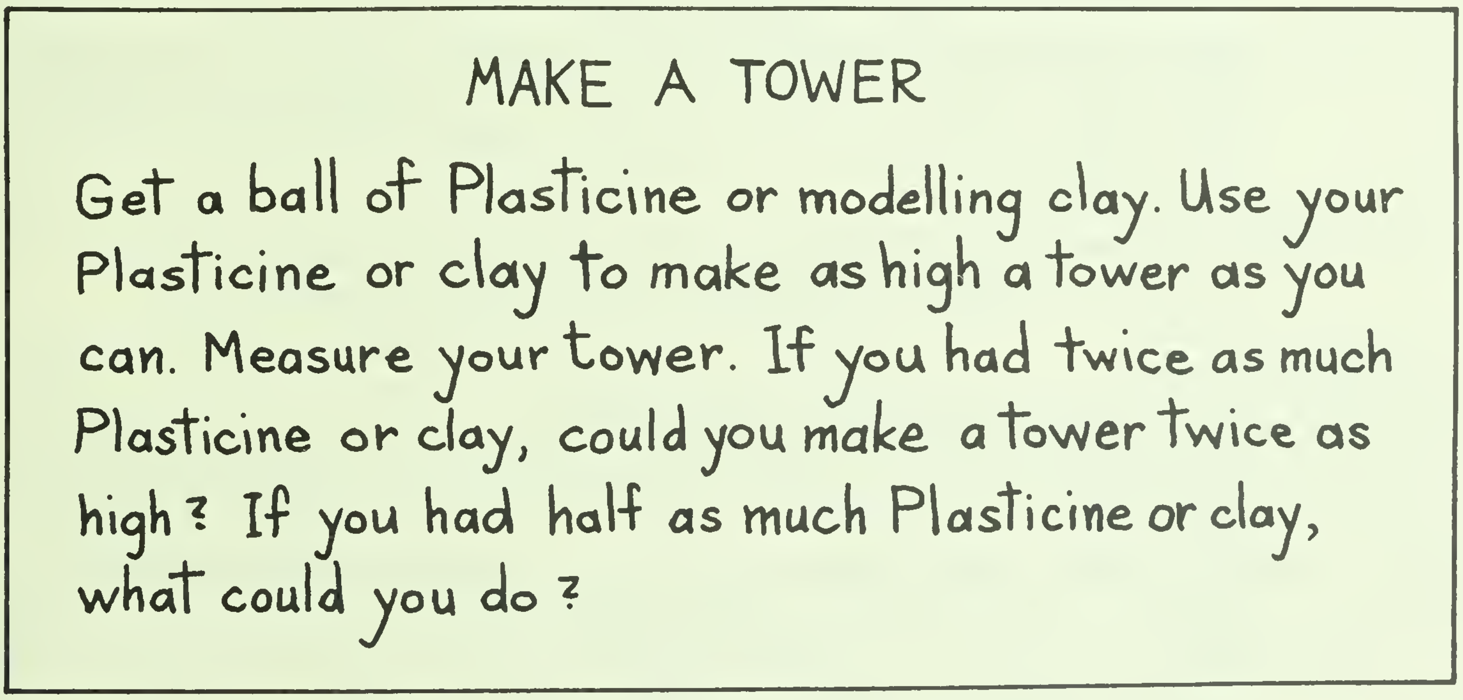
Have the children read to learn what has been done in Calgary to try to move people and vehicles more effectively. Questions are provided in the booklet for further discussion.

Pages 64 and 65

When the children have completed the activities on pages 64 and 65, they may enjoy the following activities to help them appreciate the skill involved in building a tall structure such as the Husky Tower.

a. Supply each child with about 225 grams (half a pound) of modelling clay or Plasticine. Challenge them by suggesting, "Make as high a tower as you can." This will bring a variety of solutions from the children. Get each child more involved, as you supervise, by measuring how high the tower is with your metre stick and asking questions or making comments to initiate different approaches to the challenge. For example,
"Where does your tower seem to fall over?"
"Find places where you need more Plasticine."
"What happens when you give your tower a little push or pull?"
You may want to print this activity on an activity card, so that the children can experiment during their free time.

Example:



MAKE A TOWER

Get a ball of Plasticine or modelling clay. Use your Plasticine or clay to make as high a tower as you can. Measure your tower. If you had twice as much Plasticine or clay, could you make a tower twice as high? If you had half as much Plasticine or clay, what could you do?

b. Similar structural activities could be performed by using pipe cleaners or straws and pins. The children could build a tower, or a bridge, etc. When they have completed the structure, have them cut as many straws or pipe cleaners as they can before their structure collapses. This should show the children where the most important straws or pipe cleaners are located. Both of these activities could also be placed on activity cards.

Pages 66 and 67

Have the children compare the future plan for Calgary with the photograph on page 55. Ask them to find buildings that are in both pictures, and discover which buildings are still to be built.

Pages 68 and 69

1. The Calgary Stampede and Natural History Park may spark some interesting conversation. Allow the children to tell what they have heard about each.
   They might enjoy building a Plasticine model of a rodeo or their concept of the section of the Natural History Park where the dinosaurs are on display.

A.V. **2. City on the Grow (game print)**

Materials Needed: the game print

Introduction to the Game:

This game, while providing enjoyment, will reinforce the chidren's knowledge of the fundamental reasons for Calgary's growth.

a. Before cutting up the game print, discuss the pictures with the children. They should note:

   i. the top four strips of pictures are the game strips; these four strips are identical. The captions on the strips tell the story of the growth of Calgary and focus on these five main topics:

early settlement	wheat	beef	oil	city

   ii. The remaining pictures on the print are all different, but show various aspects of the same topics and have been placed in the same order as the pictures on the game strips above. These are the small "Lotto" cards which, in the game, must be placed in the correct sequence on the game strips. Discuss each card with the children.
   iii. Cut the top part of the game print into four game strips. Cut the lower part of the print into small "Lotto" cards.

How to Play:

   i. Each player receives a game strip.
   ii. The small "Lotto" cards are shuffled and placed face down in the centre of the table.
   iii. The first player draws a "Lotto" card from the pile. If the card drawn relates to the first picture and sentence on the game strip the player puts the "Lotto" card on the first picture. If the player draws a wild card, it may be used instead. The "Lotto" cards must be put on the game strip in the proper sequence. Therefore, if the first "Lotto" card drawn does not relate to the first picture and sentence on the game strip, the player places the "Lotto" card face up in the discard pile. Then it is the next player's turn. If the discarded card is useful to the next player, he may choose to use that card instead of drawing from the centre pile.

Some of the "Lotto" cards can relate to two or more pictures on the game strip. Therefore, if a player draws a "Lotto" card that he thinks relates better to a section already covered on his game strip, he may exchange the cards. If a player makes an exchange, he must explain to the other players his reasons for the change. Also, if he has used a wild card on a picture, then draws a "Lotto" card which relates to that picture, he can exchange the "Lotto" card for the wild card and place the wild card on the next empty picture. (Remember, the "Lotto" cards must be placed on the game strip in sequence.)

iv. Play continues in this way until one player has completed his game strip. That player is the winner. The winner must read his completed game strip to the other players so that they can determine if the "Lotto" playing cards are related to the pictures and sentences on the game strip. If the "Lotto" card pile runs out before one of the game strips is completed, shuffle the discard pile, turn it face down, and continue to play.

Variations:

i. The children could place the "Lotto" cards on the game strips in any order. For this game, remove the wild cards.

ii. If only two players are involved, allow them only two sets of "Lotto" cards. Three players would have three sets of "Lotto" cards.

iii. The children may think of other variations of the game, or make other similar games from their study of Calgary.

Example:

Game Strip	Buildings in Calgary	Jobs	Entertainment	Homes	Transportation

The "Lotto" cards would show pictures and/or words/sentences for each heading on the game strip.

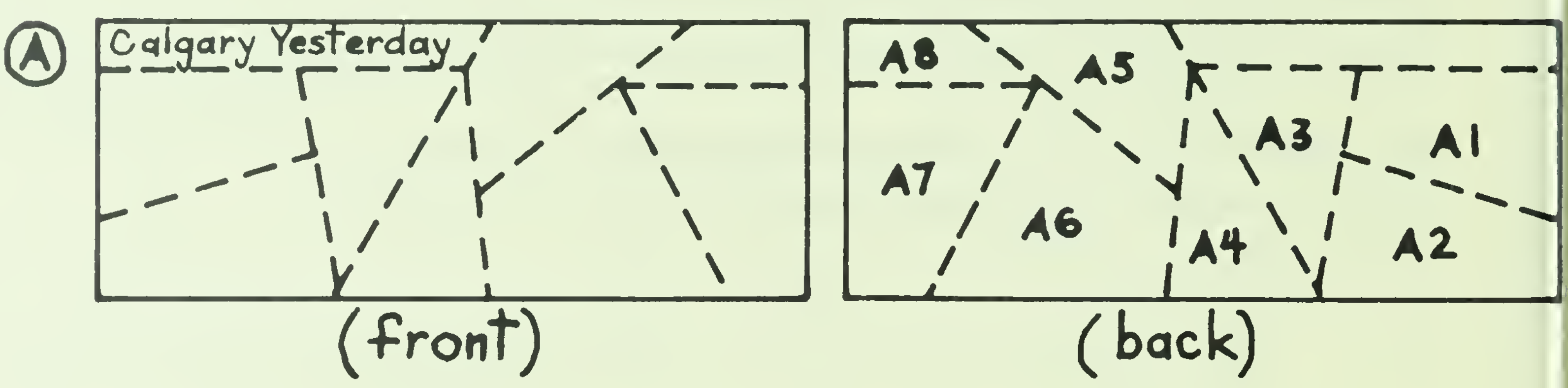
3. Plan murals that show changes in Calgary.

a. Print the headings CALGARY YESTERDAY and CALGARY TODAY on the chalkboard or on chart paper. Have the children suggest topics for each heading. Your completed list might look something like this:

Ⓐ CALGARY YESTERDAY	Ⓑ CALGARY TODAY
1. wild west	1. industry
2. N.W.M.P.	2. jobs
3. Fort Calgary	3. people
4. railway	4. homes
5. wheat farms	5. services
6. ranches	6. buildings
7. people	7. entertainment
8. oil	8. transportation

b. Prepare two mural papers that will fit on a large bulletin board or wall area.

c. Cut the two mural papers into sections of equal size, one section for each topic listed in a. As each section is cut, number it on the back. Example:



d. Have each child choose a topic and work with other children who have chosen the same topic.

e. Give each group a section of the cut-up murals on which they can illustrate or write a story about their topic. The wild west group should have section A1, the industry group section A2, etc., so that the two murals will show the correct time sequence for change in Calgary. Encourage the children to make their sections accurate and interesting. Refer them to:

story in booklet,
Calgary interest centre,
school resource centre,
local library,
people who have visited Calgary.

f. When all the illustrations or stories are completed, fit the sections together again, as you would a jigsaw puzzle.

g. Have each group of children give a short report on their section and tell about their source of information.

Related Activities

1. Some of the children may be interested in learning more about the North West Mounted Police:
   why the force was formed, and by whom;
   why their name was changed from North West Mounted Police to Royal Canadian Mounted Police;
   the changes in their uniform from the beginning to the present day;
   why 1974 quarters bear the picture of a Royal Canadian Mounted Police officer.
2. Discuss with or tell the children some of the difficulties associated with the building of the railway through the "wild west."
3. *Frontiers*, edited by Stephen Dunning, published by Scholastic Book Services, contains stories about the settling of the west.

4. Trace the development of trains from the earliest engines to present-day trains.
5. Discover other by-products of the petroleum industry. Some examples are paints, sulphur, medicines, dyes, etc. Perhaps a collection of objects that the children see and use in their homes would be effective here.
6. Have a Calgary "Know Your Facts" bee. Each child prepares one question about Calgary to ask his classmates. Encourage the children to prepare questions that require more than a "Yes" or "No" answer.
7. Write "If I were..." stories.

   Examples:

   If I were a cowboy/cowgirl on a ranch...
   If I were a contestant in the Stampede...
   If I were a bucking bronco...
   If I were rich because I discovered oil...
   If I were a drop of oil...
   Prepare research papers for each topic. Include questions that are important for the gathering of facts necessary for the stories.
   Sample research paper:

Topic: ____________ Name: ____________

Things I want to research:

1. What are the members of the cattle family?
   Why are they important?
   bull ____________________
   cow ____________________
   calf ____________________
   heifer ____________________

2.

8. There are many changes in nature that could be examined by the children.

   Examples:

   a. Have them plant several kinds of grain seeds (types grown in the Prairies or near their own community) and watch them grow and change into mature plants.
   b. Examine the life cycle of some of the more common cattle insect pests: bot fly, warble fly, heel fly.

c. Examine the changes in a member of the cattle or horse family from birth to maturity.

For these activities, set up activity cards.

Example:

Find out about the horse.

1. Baby
   Its name ______________
   What it looks like ______________________________
   ____
2. Food
   ____
   ____
3. Adult
   What it looks like ____________________________
   ____
   What it is used for ____________________________
   ____

Investigation II *Changes in Your Community*

Understandings to be Developed

Our community (or nearby town or city) has changed.

Our community (or city) is similar to Calgary in some ways and different from it in other ways.

Some of the changes in our community (or city) are similar to those in Calgary; some changes are different.

Our community (or city) will continue to change in the future. We can find out about these changes by reading the newspaper, listening to the radio, watching television, asking people.

People often have different ideas about change.

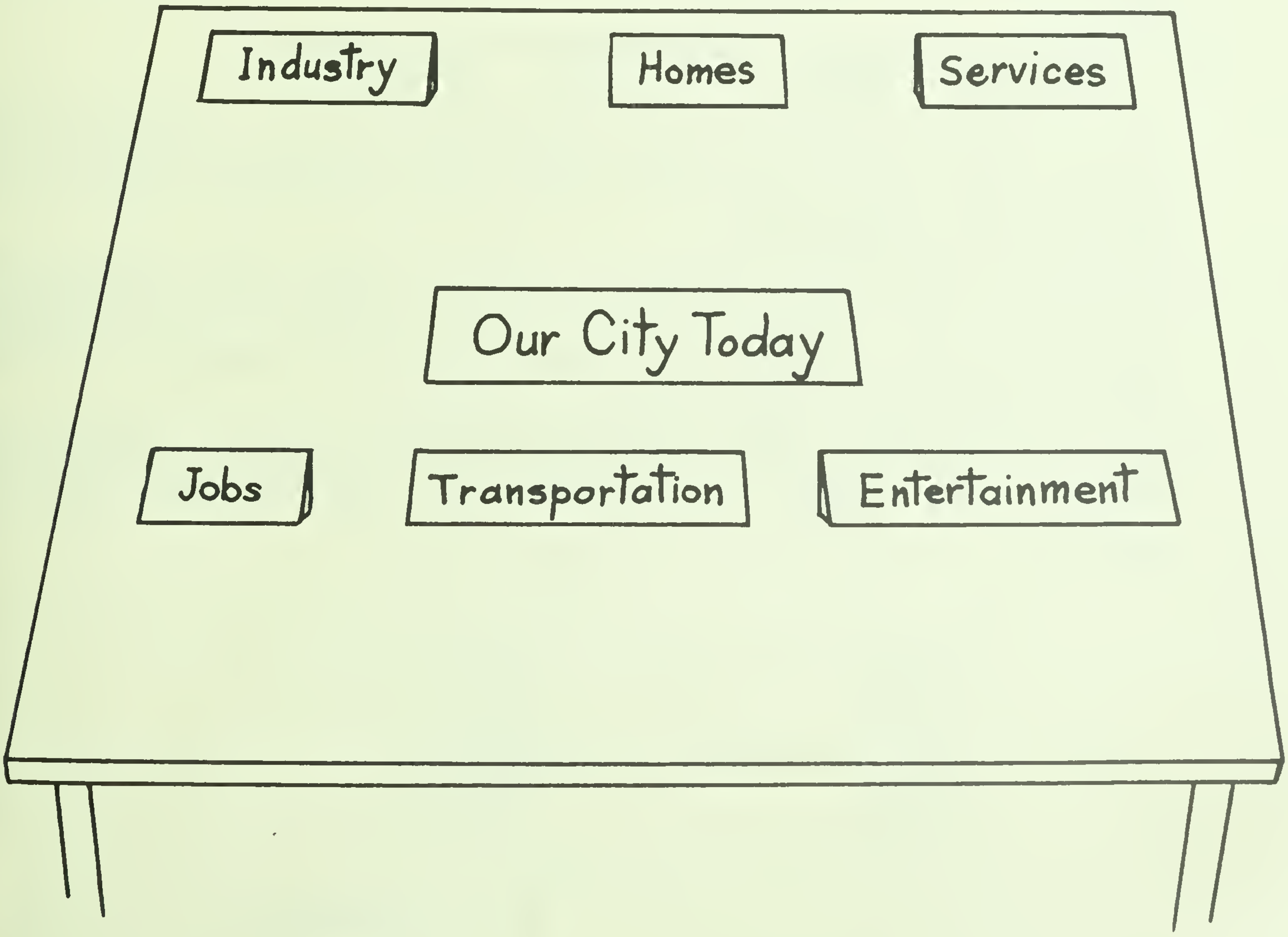
Contents

City on the Grow, pages 69 to 71

The children may enjoy going beyond the boundaries of their own community, to study changes in their town or city or one that is nearby. This may require excursions with their parents or with the class. In this way they can have first-hand experience of the various features in their town or city and discover for themselves the changes that are taking place.

Suggested Discussion and Activities

1. Have the children prepare display tables, bulletin board displays, or murals for OUR COMMUNITY (TOWN OR CITY) YESTERDAY and OUR COMMUNITY (TOWN OR CITY) TODAY.
    a. Make a list of the topics for research
    b. Have each child select a topic and work with others who have chosen the same topic.
    c. Discuss with the children possible sources of information such as the city or town hall, books or photographs in homes or the public library, people in the community (town or city), a fort, restored buildings, a museum.
    d. The children could collect photographs, newspaper clippings, books, drawings, etc. and interview various people who have the information they need. These materials could be used for illustrations in a mural or tacked to the bulletin board or organized on a table. The children may want to make models, take photographs, write stories, etc. to be included in the displays. Organize the materials under headings similar to those used in Investigation I. (See page T148 of this Resource Book), so that a comparison can be made between the two places.
    Table display:

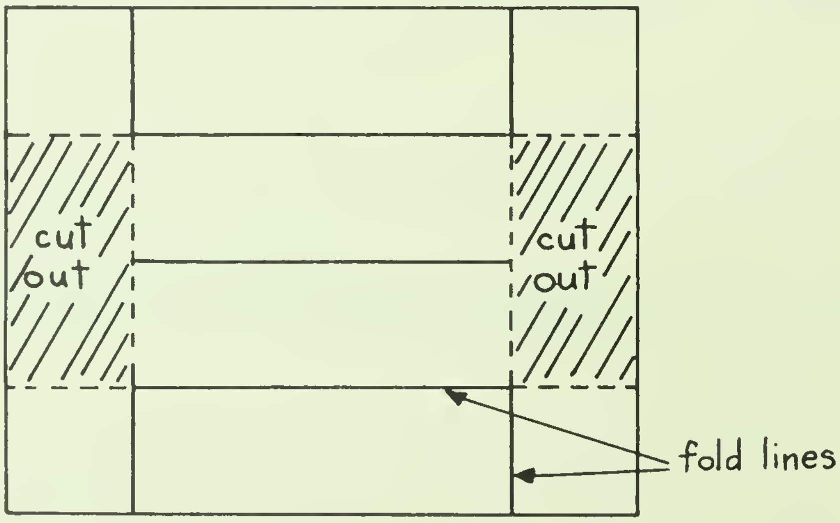


e. After this activity has been completed, allow the children to examine the story of their community (town or city). Have them notice and discuss:
   when the community (town or city) was started,
   why it started,
   what caused it to grow,
   why it is (or is not) important today.
f. Discuss with them the changes that might happen in the future. Encourage them to find out about these by asking people, watching television, etc.
g. Encourage the children to note similarities and differences between their community (town or city) and Calgary.

2. Discuss with the children the situations mentioned in the story on pages 70 and 71. Have them act out these role-playing situations. Then encourage them to create their own situations relating to change in their own community (town or city). The children should develop an understanding that controversy often centres around changes in a community (town or city). They may want to use the real situations that they have collected throughout the school year as suggested in the introduction to this Resource Book, page T23.

Related Activities

1. The children may enjoy planning a community (town or city). This could be imaginary or a replica of their own community (town or city).
   a. Have the children decide what activities people engage in. You could ask "What do most people do all day? What has to be done so that you can eat and have clothes to wear? What other things do you do?"
   b. Choose headings from their answers, for example:
      WORK SHOP HOMES OTHER
      Each child chooses one of the headings. Appoint a leader for each group. Each group can then decide what buildings they will contribute to the community.
   c. The model community could be built on a large table or sand table. Cover the table with green paper. Roads, rivers, etc. can be pieces of paper taped or glued to the green. Plasticine makes an excellent base for road signs, trees, lamp posts, etc.
   d. Have the children design their own buildings. They could use milk cartons, shoe boxes, etc. Buildings can also be made from this pattern:



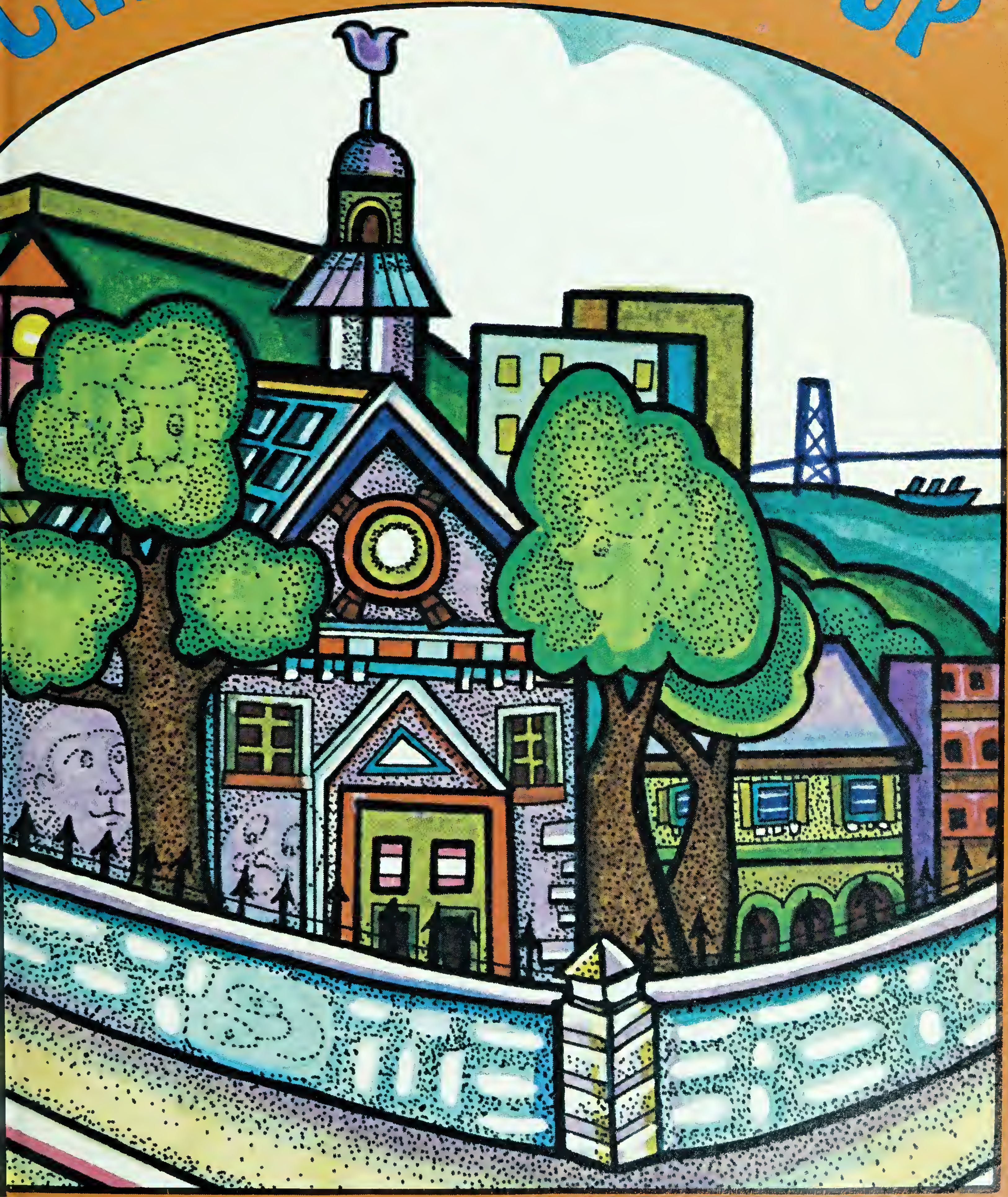
    Discuss the proportions of their buildings, for example the difference in the size of an apartment building and a house.

    e. The children may be interested in planning future changes for the place they have just built.

2. Contact a member of your local government who might visit the class to tell the children about changes in the community (town or city) and why these changes are necessary.
3. Start a collection of house plans, which may be found in some newspapers and magazines.
4. Start a collection of buildings that show different kinds of architecture and design.
5. The children may be interested in making a game for their community, similar to the game City on the Grow in the Audio-Visual Kit.

T156

CANADA CLOSE-UP



coast to coast

CANADA CLOSE-UP

CANADA CLOSE-UP ITEMS

Three Student's Booklets:
  - Coast to Coast, ISBN 0-07-077594-X
  - Je suis canadien, ISBN 0-07-077595-8
  - People of the Plains, ISBN 0-07-077596-6

Audio-Visual Kit, ISBN 0-07-077597-4

Teacher's Resource Book, ISBN 0-07-077598-2

coast to coast

SOCIAL AND ENVIRONMENTAL STUDIES PRO

social and
environmental
studies

A Canadian Elementary 1-6
Social Studies Program

The World of Me

Beaver Hill: The Brambles
Beaver Hill: Spookane Estate
Beaver Hill: Travels with Mr. Tremors

Canada Close-Up: Coast to Coast
Canada Close-Up: Je suis canadien
Canada Close-Up: People of the Plains

The World of People: The Global Village

The World of People: The Eastern Hemisphere

The World of People: The Western Hemisphere

GENERAL EDITOR

Benjamin Vass
Coordinator of Geography
Board of Education for the Borough of North York
Ontario

CONSULTANTS

Donna Hopper Nathanson
Victoria Village Public School
Toronto, Ontario

Carole Riddolls
Formerly Primary Consultant
Board of Education for
The Borough of North York, Ontario

Frances McLeod
Formerly Primary Consultant
Ontario County Board of Education
Oshawa, Ontario

Hazel Fletcher
Master, Methods and Social Stu
Toronto Teachers' College
Toronto, Ontario

Diva Frosell Anderson
Rockford Public School
Toronto, Ontario

Liisa North
Assistant Professor
Department of Political Science
York University, Ontario

Juan Maiguashca
Associate Professor
Department of History
York University, Ontario

SERIES EDITOR

Susan Kiil

CANADA CLOSE-UP

Authors

Donna Hopper Nathanson
Victoria Village Public School
Toronto, Ontario

Peter Nowell
Glen Park Public School
Toronto, Ontario

Penny Campbell
Cliffwood Public School
Toronto, Ontario

Artists

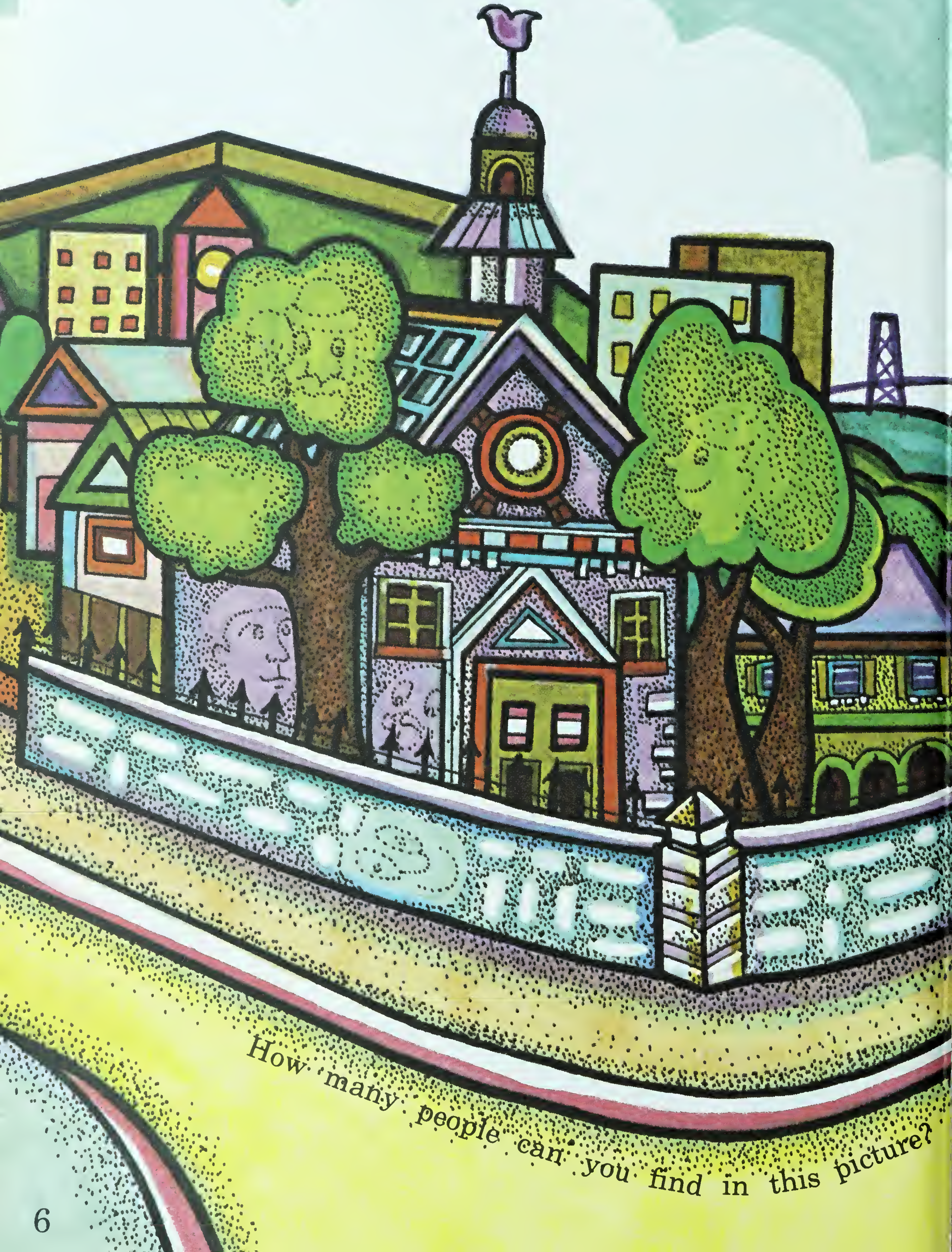
Detectives at Work: Carol A. Wilson
What Is a City?: J. Merle Smith
Living with Nature: Pirjo Selistemagi

coast to coast

METRIC EDITION

McGRAW-HILL RYERSON LIMITED
Toronto Montreal New York London
Sydney Johannesburg Mexico Panama
Düsseldorf Kuala Lumpur New Delhi São Paulo

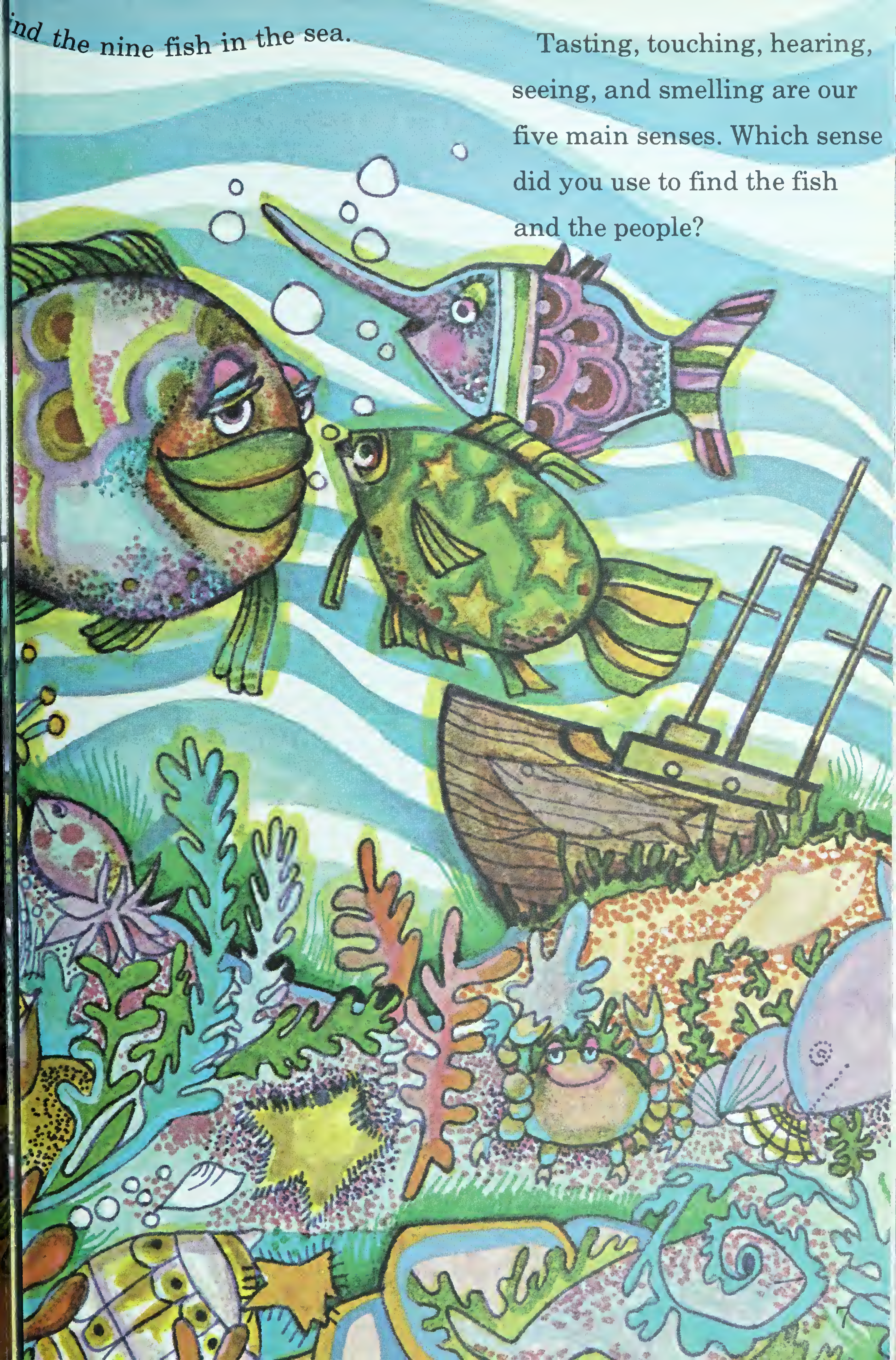
DETECTIVES AT WORK
HALIFAX



How many people can you find in this picture?

ind the nine fish in the sea.

Tasting, touching, hearing, seeing, and smelling are our five main senses. Which sense did you use to find the fish and the people?



Learning with your Eyes

1. Work with a friend. Make up a play about your eyes. Do not use words in your play. Use your face and your body to tell what is happening. Present your play to the class. Have your classmates tell you what your play is about.

2. Draw a picture of a tree with many branches. Make some branches look like hockey sticks or baseball bats. See if your friends can find the sticks and bats.

3. Now draw another picture. Hide something in it. Tell your friends what you have hidden. See if they can find it.

Fool Your Friends

Bring something to class that makes an interesting or unusual sound. Hide it from your classmates. When they have closed their eyes, let them listen to your sound. Have your classmates draw a picture of what they think made the sound.

What sense did your classmates use to get the answer?

Learning with Your Ears

1. What do you think is your more important sense, seeing or hearing? Discuss it with your classmates. Then make a decision. Make a class graph to show your answers.

2. Interview teachers in your school and parents in your community to find out what they think is the more important sense. Ask for a reason for each choice and record each answer. Make a graph to record their choices. Compare the results with the class graph that you and your classmates made.

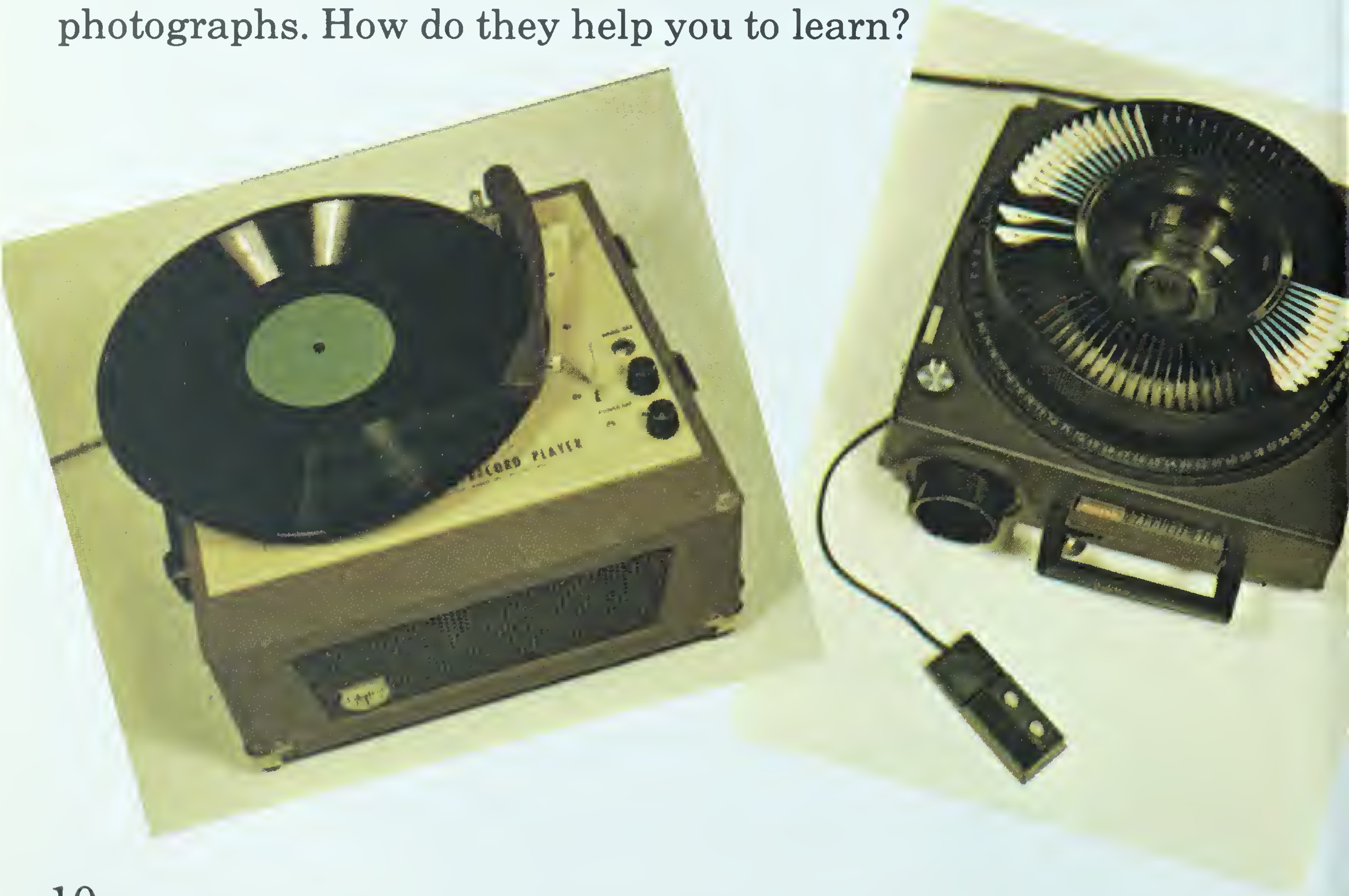
Using Nature to Learn

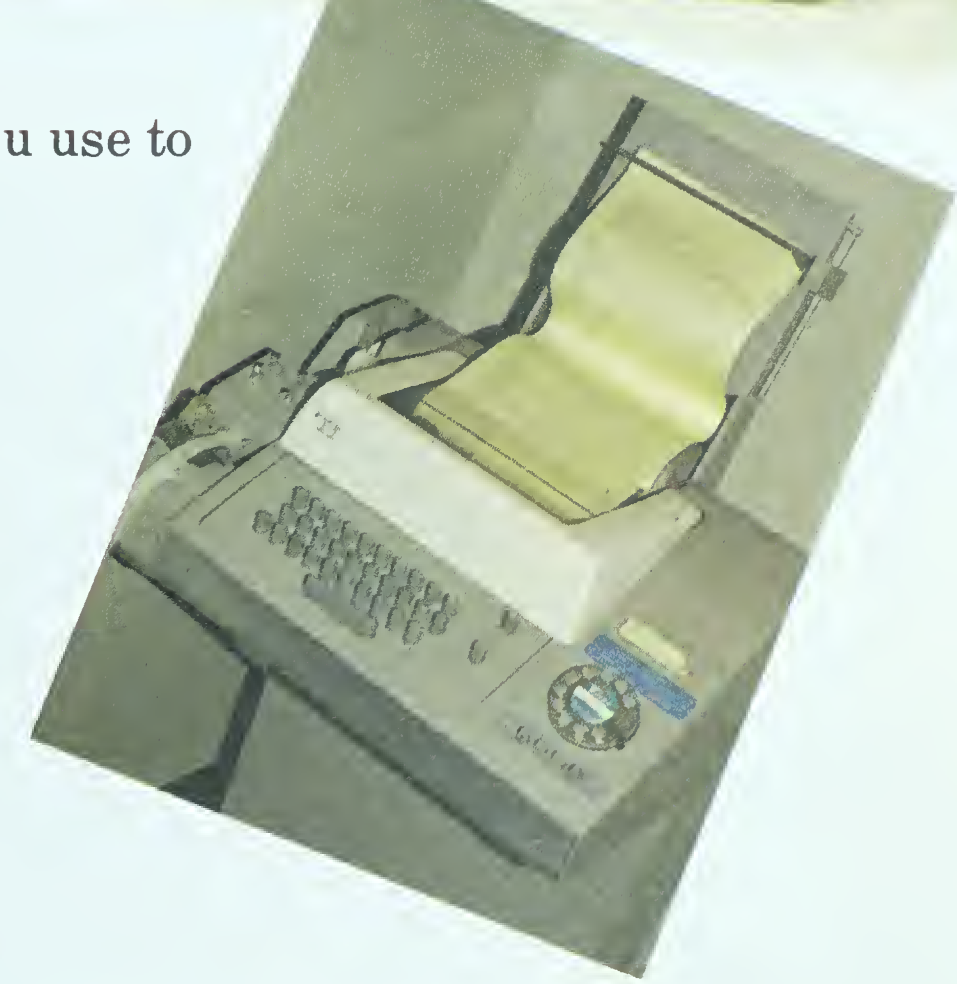
Both people and animals have always used their eyes and ears to help them. Years ago, sailors looked at the position of the stars to help guide them across the oceans. Often animals such as the deer or rabbit are warned of danger when they see birds fly away. Fish in the sea can sense food even when it is far away.

Find out how you can tell the time just by using the position of the sun. In what other ways do you use nature to learn?

Using Machines to Learn

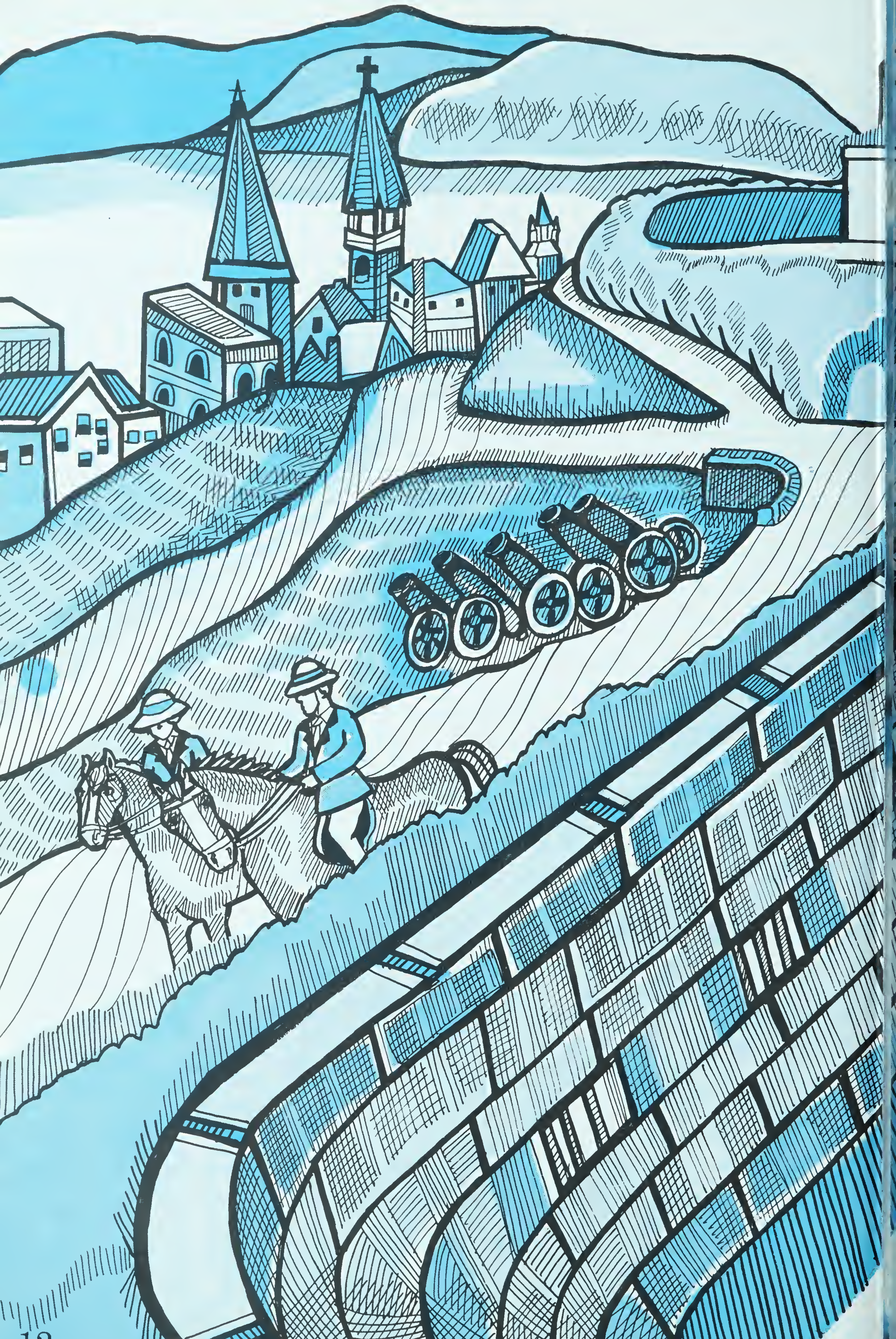
Today people have made many useful things to help them learn. Name each of the machines in the photographs. How do they help you to learn?





a picture of the machine you use to
l the time,
event you from getting
st in the woods,
lk to a friend across town,
l how hot or cold it is,
atch cartoons,
avel to the museum.

ut pictures from magazines and make a booklet
Machines That Help Us Learn". After you have
our pictures in your booklet, tell about things
ould learn by using each machine.



Learning about Halifax

Now you will use your eyes and ears to learn about Halifax, an important city in Canada. Read these words. Each word tells you something about Halifax.

LOBSTER
CITADEL
HALIFAX
SEAPORT
CAPITAL
BLUENOSE
FORTRESS
ATLANTIC
ENGLISH
DEFENCE
NOVA SCOTIA
TUNA
SALT
MODERN
LANDMARK

See how many of these words you can find in this puzzle. Look carefully. Some are written from right to left. Others are written up or down.

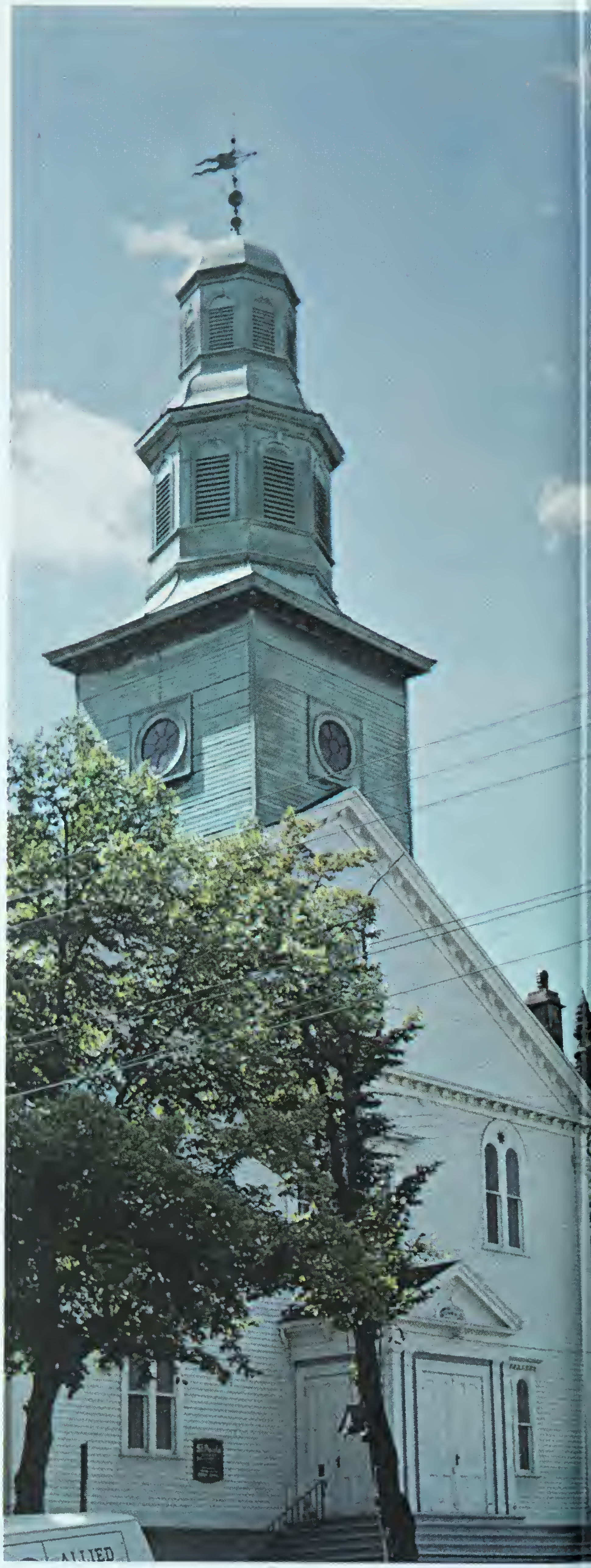
A	H	X	N	O	L	W	A	G	X	E	P	A	D	W
L	B	A	O	C	I	T	N	A	L	T	A	K	E	R
O	I	F	Y	C	X	R	W	C	R	L	K	P	F	L
B	C	I	V	H	M	O	D	E	R	N	O	E	E	A
S	A	L	T	B	T	P	Y	Q	I	S	D	N	N	T
T	D	A	L	E	D	A	T	I	C	U	F	G	C	I
E	J	H	U	S	S	E	R	T	R	O	F	L	E	P
R	E	N	O	V	A	S	C	O	T	I	A	I	V	A
F	K	L	P	Z	T	G	S	Q	B	E	N	S	T	C
B	L	U	E	N	O	S	E	F	N	Z	U	H	M	B
G	M	K	R	A	M	D	N	A	L	R	T	P	F	S

A Quiz for Good Detectives

Halifax is one of the oldest cities in Canada. People began living there more than 225 years ago.

1. Arrange the photographs in an order with the oldest part of Halifax first.
2. Compare the old and the modern buildings. Think about these things:

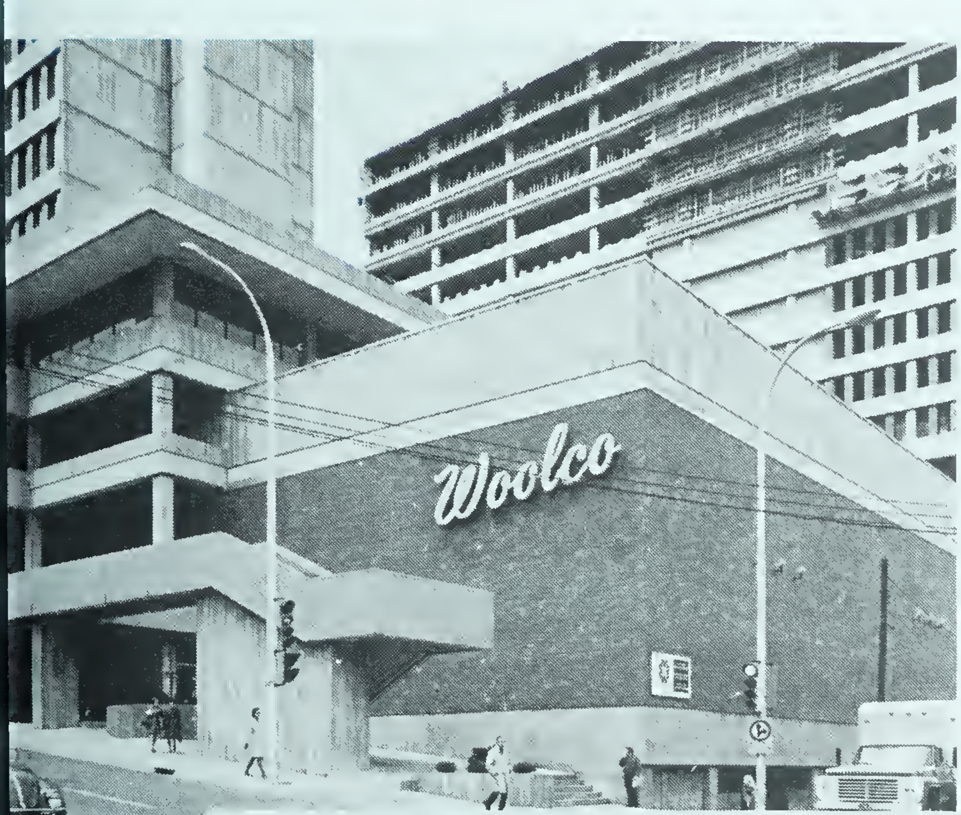
   the size of the building,
   its colour,
   the shape of the roof,
   the main materials used,
   the building's general shape.
3. What other examples can you find of "old and new" in the photographs?



St. Paul's Church

ie University

The Gondola Restaurant



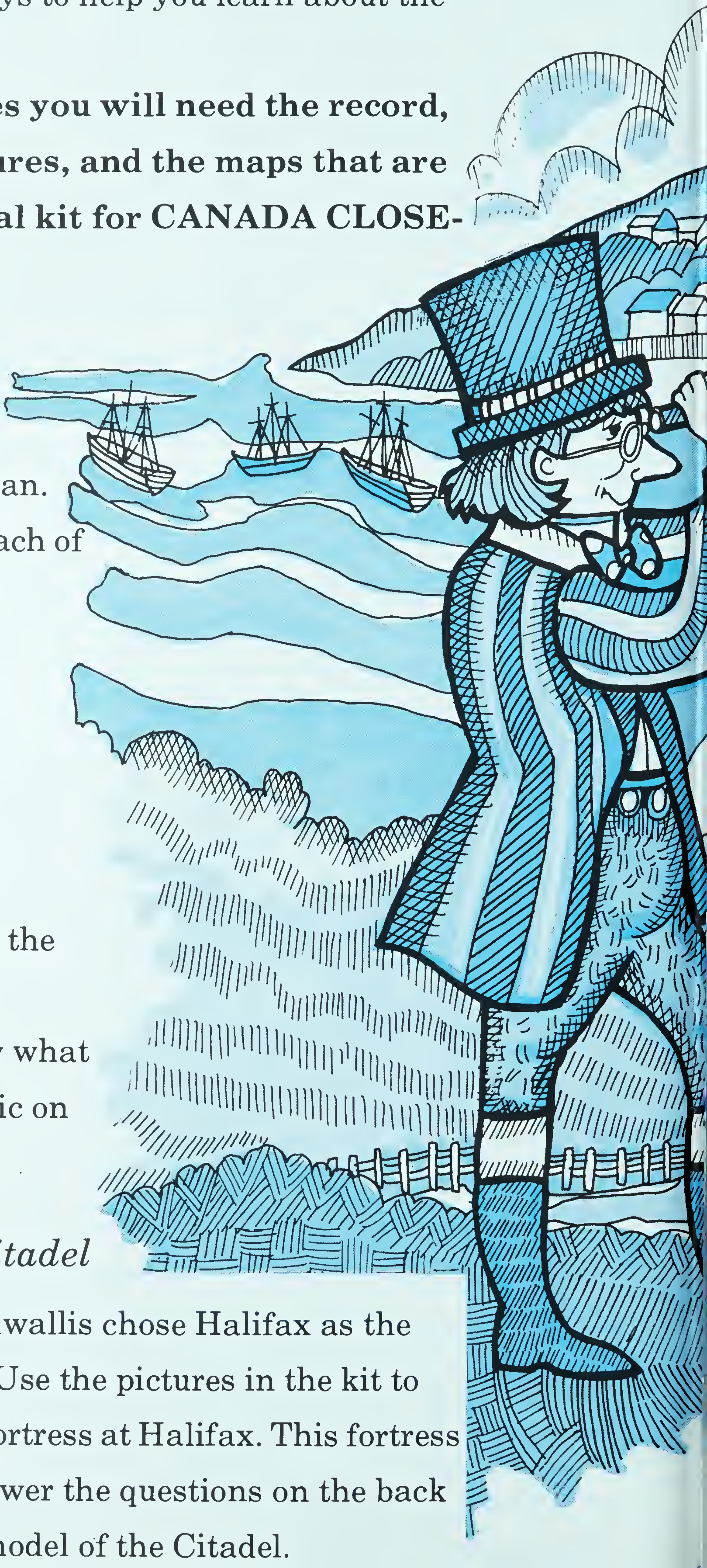
Scotia Square

alifax
arbour

Detectives at Work

Here are four other ways to help you learn about the history of Halifax.

For these discoveries you will need the record, the filmstrip, the pictures, and the maps that are part of the audio-visual kit for CANADA CLOSE-UP.



Discovery 1
Halifax Begins

Learn how Halifax began. Use a piece of paper for each of these topics.

Where Is Halifax
The First People
Building a Fort
Protecting the Land
A City Begins

Now listen carefully to the record that is part of the special kit. Write or draw what you learn about each topic on your five sheets of paper.

Discovery 2 *The Citadel*

In 1749, Governor Cornwallis chose Halifax as the place to build a fortress. Use the pictures in the kit to take you on a trip of the fortress at Halifax. This fortress is called the Citadel. Answer the questions on the back of each picture. Build a model of the Citadel.

Discovery 3 Halifax—Yesterday and Today

When you travel in Halifax today, you see both old and modern parts in the city. Watch the filmstrip in the kit and learn how Halifax changed over the years. Answer the questions at the bottom of each frame. Draw pictures to show the old and the new Halifax.

Discovery 4

Halifax Is Growing

Often colours on maps show changes in a community. Look at the maps in the kit which show how Halifax is growing in size. Answer the questions on the back of the maps.

Look at the map which shows some of the interesting places in Halifax. Answer the questions on the back of the map. Then make a picture to show each of these places. Use your pictures to take your classmates on "A Tour of Halifax".

Which "discovery" did you like best? Why? Think of a special way to show the class what you have learned from that discovery. You may want to pretend you are a television reporter showing pictures you have taken. Or perhaps you want to make a poster to tell what you learned about Halifax from the record.

Learning about Your Community

You learned about Halifax in many different ways. How could you learn about your community?

1. Choose one of these ways to learn about your own community. You may want to draw pictures and maps, interview people, or take a camera on a trip to a special part of your community.
2. Then think of a special way to show the class what you have learned. Use a way that will make your classmates use their eyes and their ears carefully.

   Here are some ideas.

   a. Make a filmstrip from the pictures of your community.
   b. Pretend you are a television newsman in your community. Use charts and graphs to tell the facts.
   c. Play a tape of your interview with someone in the community.
   d. Put on a play to tell about parts of your community. Make scenery and costumes.

ing a diorama

mmunity.

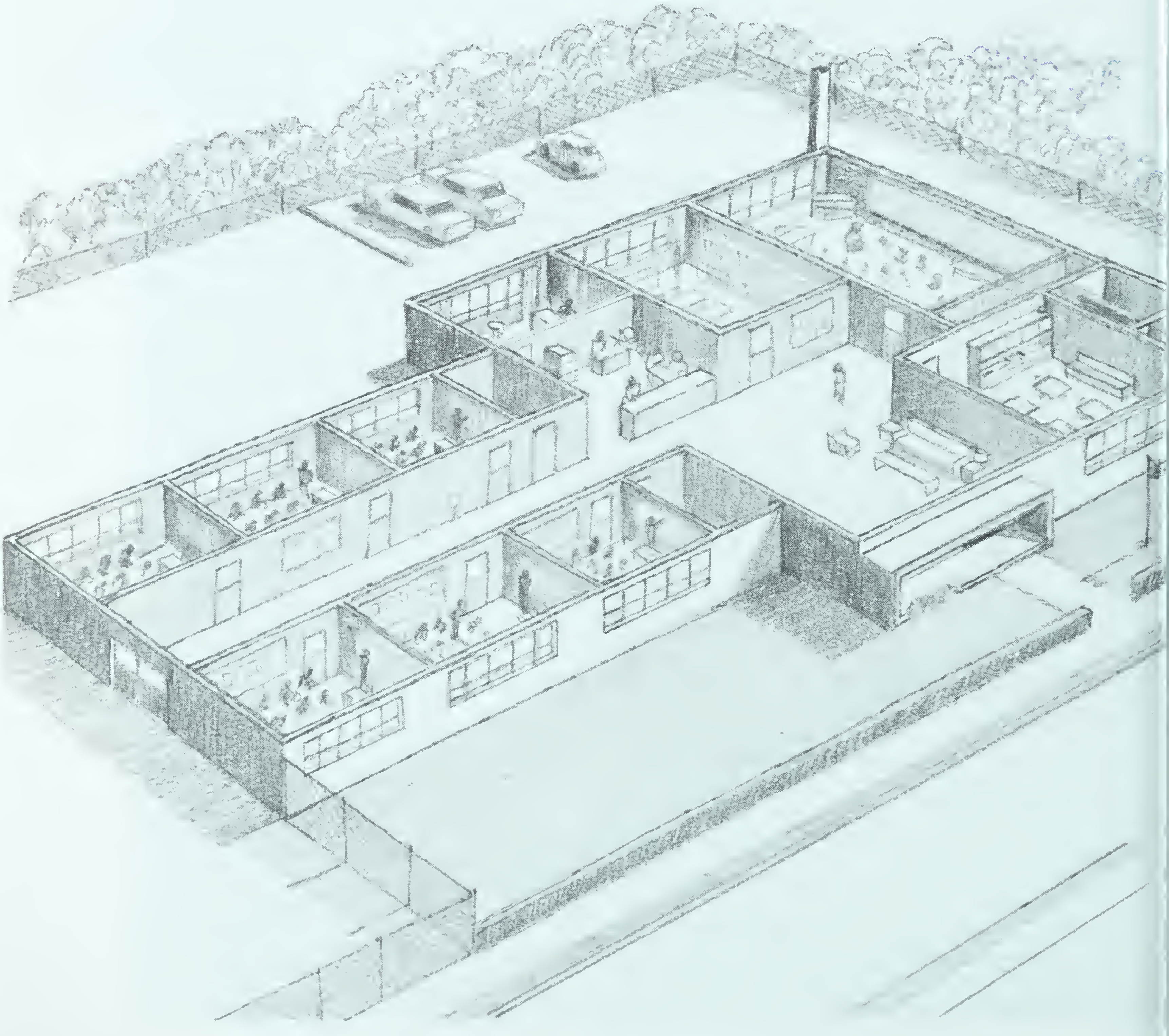
a map of

unity.

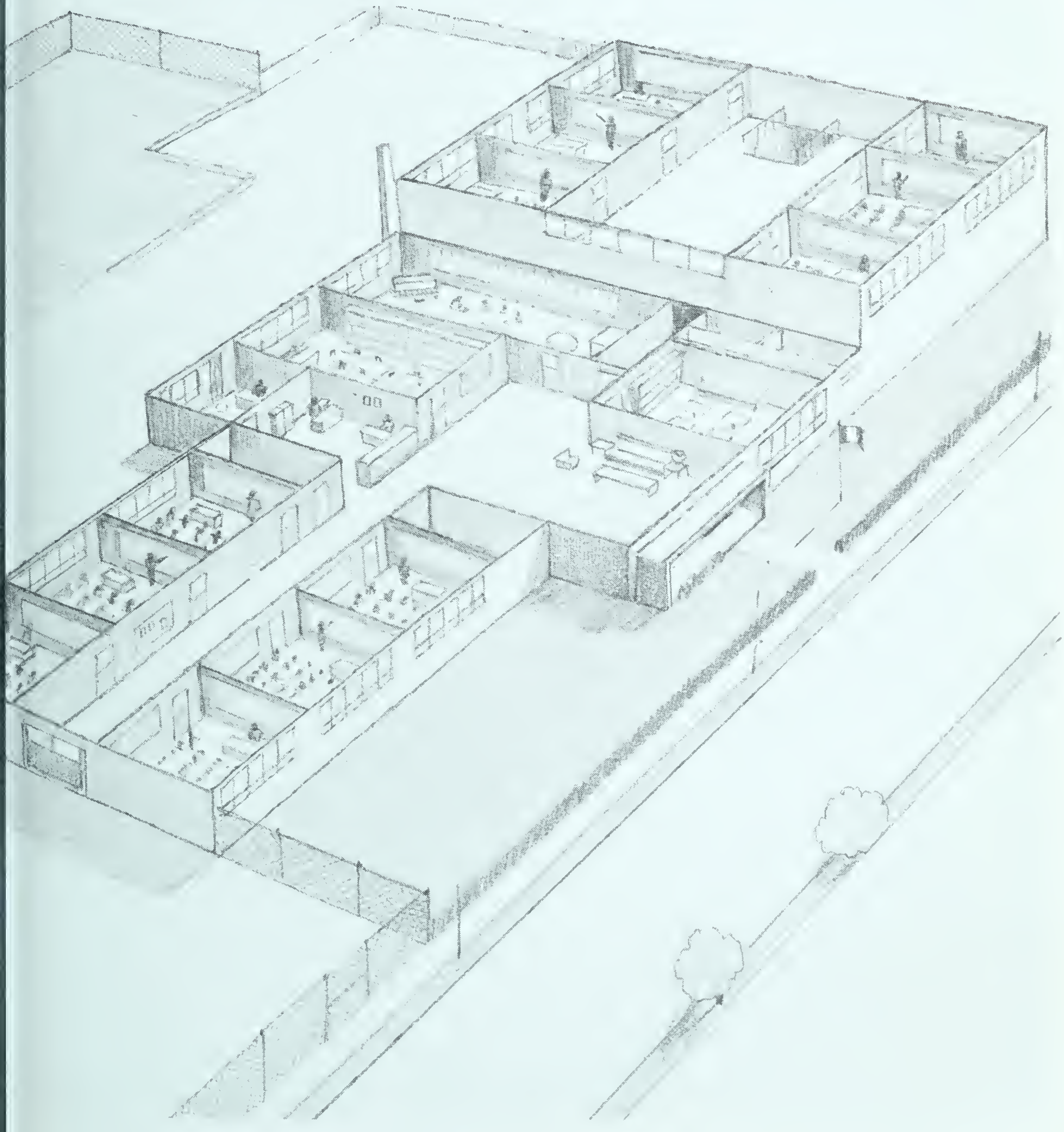
our
Community
School
Park
Stores

Cedar Rock Community

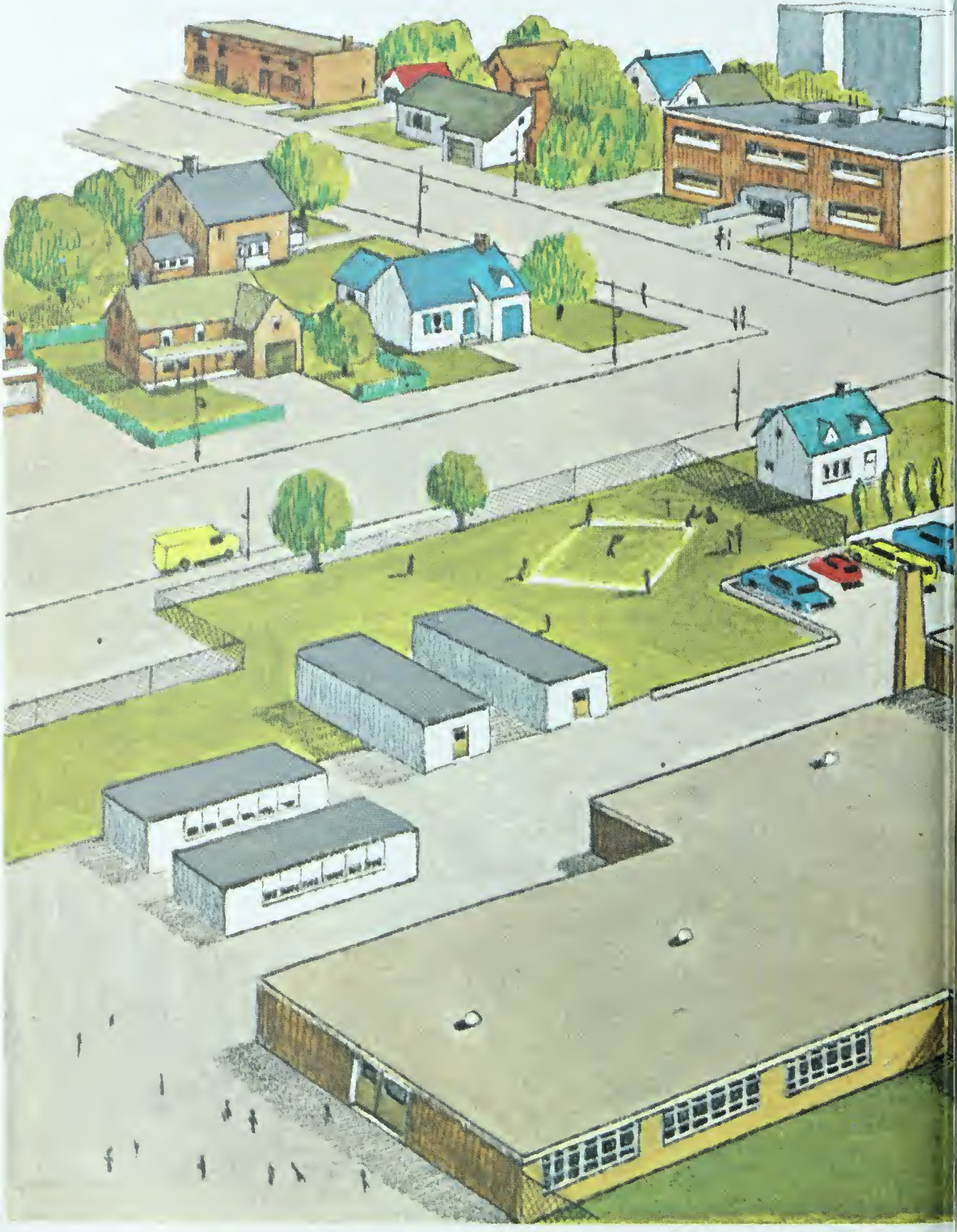
Four years ago, Larry and his family moved into a new home in Cedar Rock Community. Larry was happy to move, especially after he found out that he would be attending a school that had just been built. At that time Cedar Rock School was quite small, with six classrooms, a kindergarten, and a library.



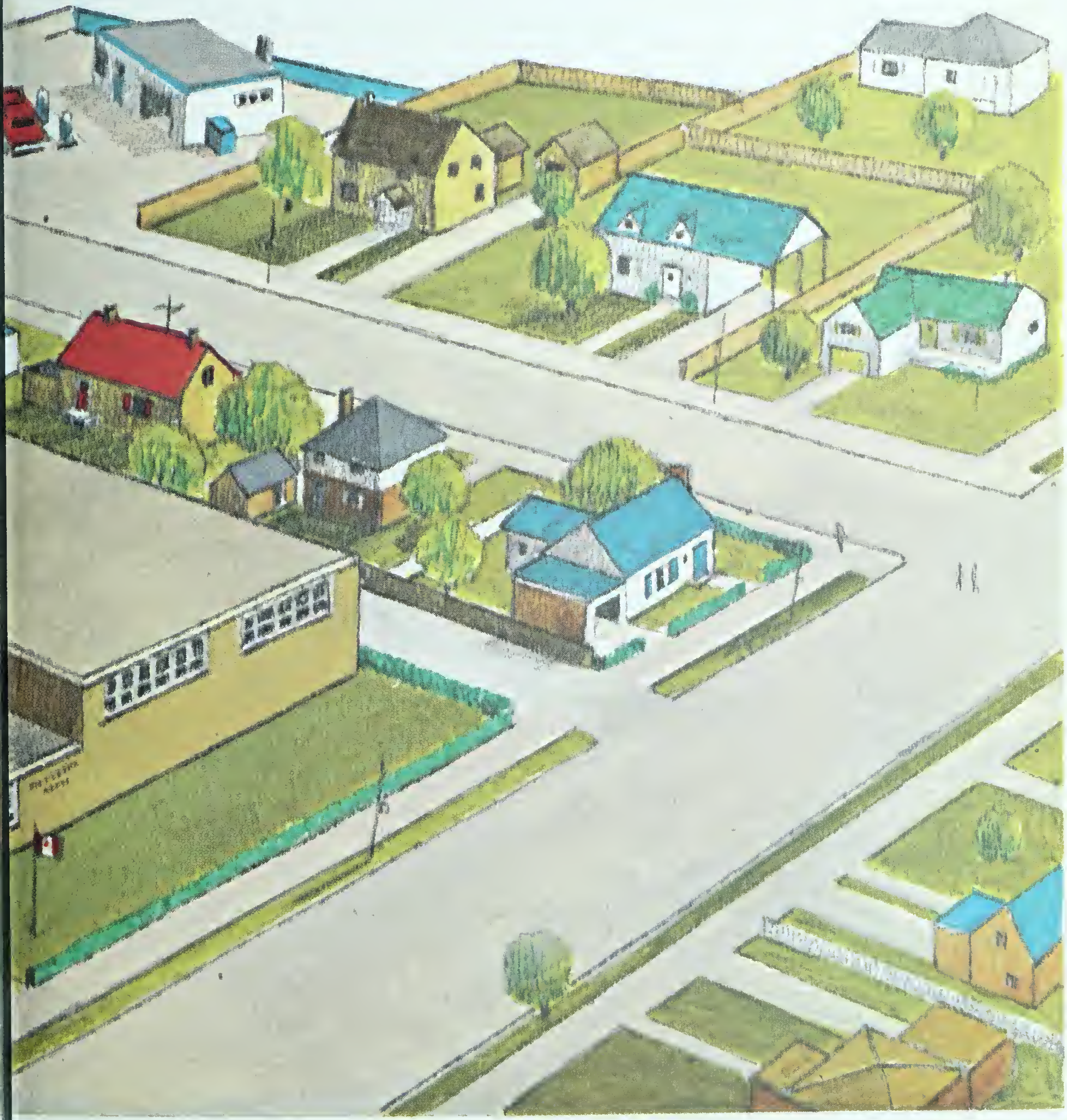
years later, however, Larry had so many new
ours that his school had to be made larger. Six
assrooms and a gymnasium were added to the
This is how it looked then.



Today the school community of Cedar Rock is still growing. The school now has sixteen classrooms. Four of them are portable classrooms.



Cedar Rock School will not have any portable classrooms next year. Because more families are still moving into the community, a new school, Spruceview, is being built eight blocks away. When Spruceview is completed, there will be two school communities. Some of Larry's classmates will still go to Cedar Rock School. Others will attend Spruceview School and be a part of the Spruceview school community.



Your School Community

1. What are the boundaries of your school community?
2. Draw a map of your school community. Show all the streets inside the school boundaries. Mark on important places.
3. Locate the homes of your classmates on your map.

   Who lives closest to the school?
   Who lives farthest from the school?
   Who comes twice as far as you do?

Your School

1. How many classrooms are there in your school? Who teaches in each classroom?
2. How many children are there in your school? How many are there in each class?

nges in Your School

d out how old your school is.

at changes have taken place since your school
s built? Find out about changes in:

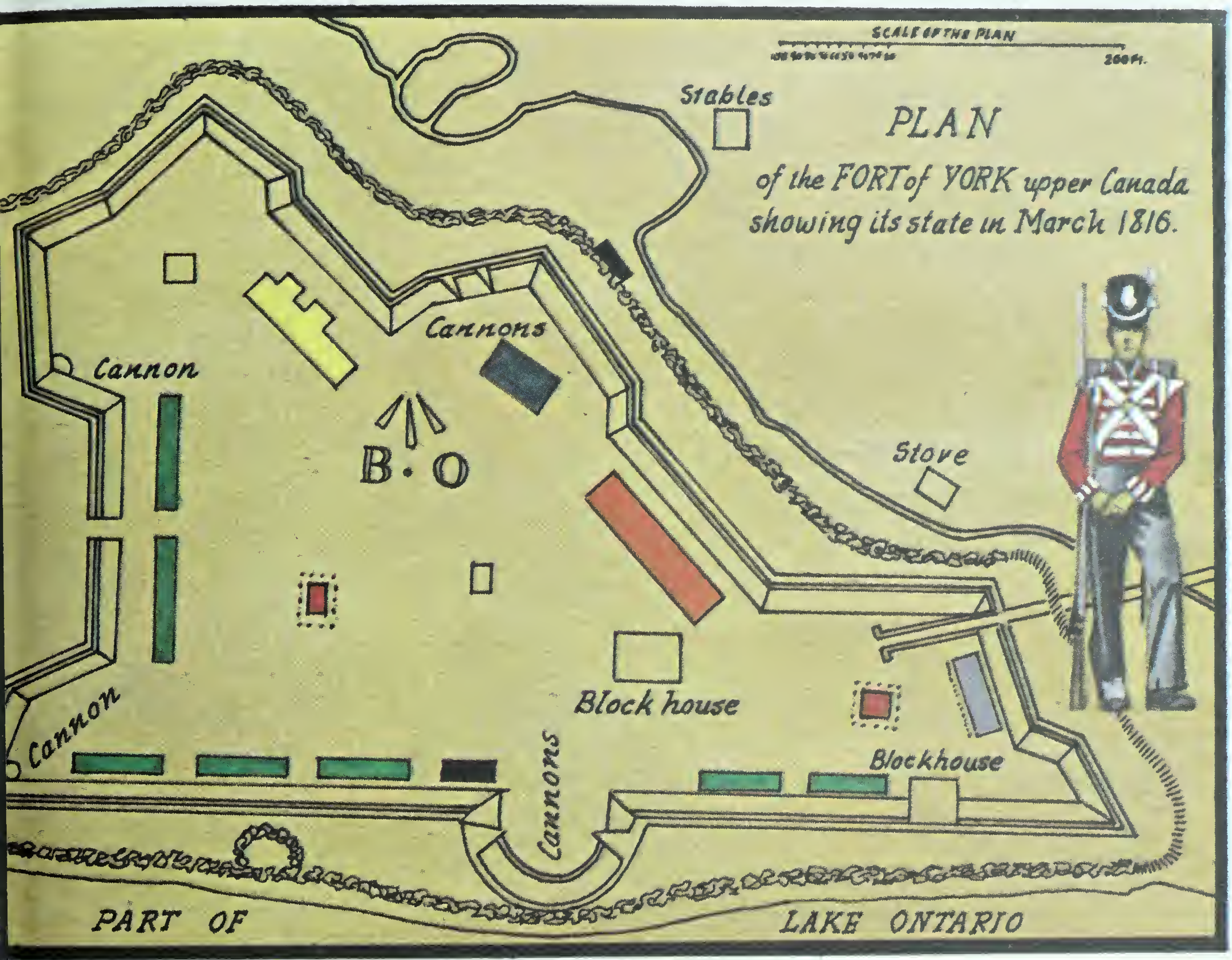
at it looks like,
number of teachers, caretakers, nurses,
number of classrooms and other rooms,
location of school boundaries.

ite your principal to your class to talk about
se changes. Ask him what might happen in
r school next year.

Toronto's First Community

Today many people live in Toronto. It is so big that if you walked from one end of Toronto to the other it would take you a whole day.

Toronto was once a small community just like Cedar Rock. Less than two hundred years ago, it was a fort on the shores of Lake Ontario. It was not much bigger than the size of your schoolyard. This small community was called Fort York.


SCALE OF THE PLAN
200 ft.
Stables
PLAN
of the FORT of YORK upper Canada showing its state in March 1816.
Cannons
Cannon
B·O
Store
Block house
Cannon
Cannons
Blockhouse
PART OF
LAKE ONTARIO

d

🟩 Barracks

▨ Guardhouse

🟥 Powder Magazines

🟧 Officers' Barracks

⬛ Cook house

🟨 Mess house

⬛ Commandant's Quarters

⬛ Blacksmith's shop

This is a plan of Fort York that was drawn in 1816. Look at it carefully.

a. What is a barrack? How many barracks were there in Toronto's first community? Why are there more barracks for soldiers than for officers?

b. What is a mess house? A blockhouse? A powder magazine? What did the soldiers do in each of these places?

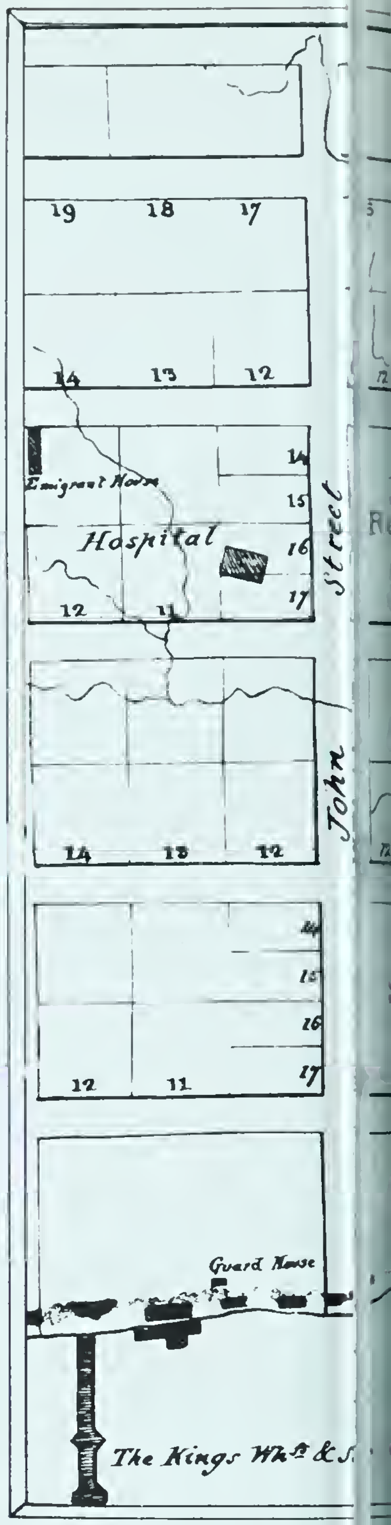
c. In what other places would you put cannons to protect the fort?

Investigate Your Community

In your school community find

the oldest house,
the largest building,
the newest house,
the oldest store,
the person who has lived there the longest.

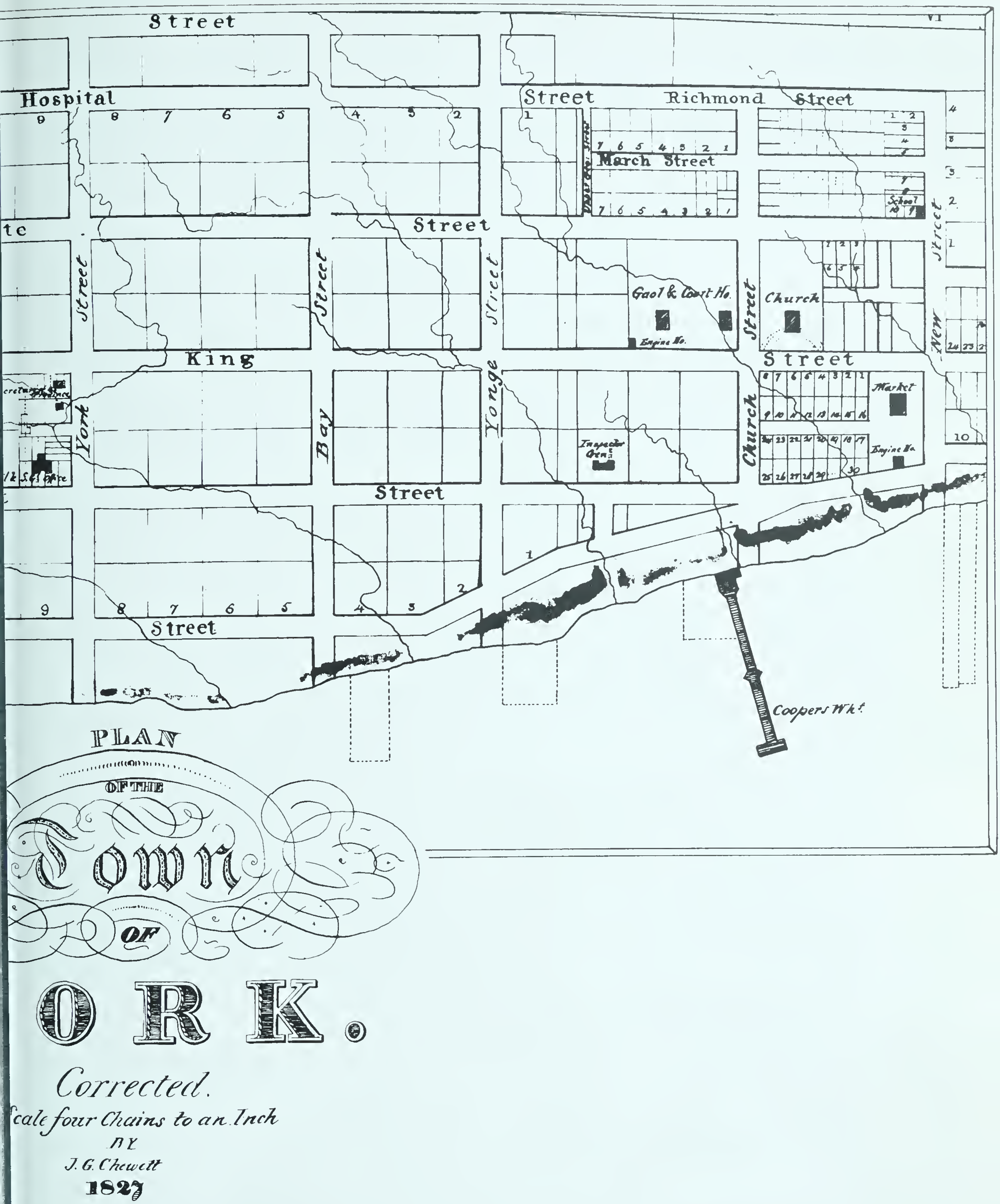
In your school community there may be places other than schools or homes where people work. Locate places such as stores, banks, plazas, offices, factories, or playgrounds on your community map. How do these places and the people who work there help your community? Compare them to the places and people in Fort York.



Toronto's Second Community

One hundred and eighty years ago, the government decided to move its headquarters to a place near Fort York where there was a good harbour for ships. The people who came to live there built their homes on the shore of the harbour.

Friends and relatives came to live near these people. Soon they had started their own community. This community was very different from the one in the fort.


Street
Hospital
Street
Richmond Street
March Street
School
Street
Gaol & Court Ho.
Church
Engine No.
King
Street
Market
Inspector Genl
Engine No.
York
Bay Street
Yonge Street
Church Street
New Street
Street
Street
Coopers Wht
PLAN OF THE Town OF
ORK.
Corrected.
Scale four Chains to an Inch
BY
J. G. Chewett
1827

Many of these people worked for the government in small offices or in their homes. Doctors, bankers, and lawyers also came to live in the community. Other people grew fruit and vegetables which they sold in the stores.

An Old Toronto Community

Today Toronto has many communities. One of these is called the Beaches. It has many school communities. Here are some of the schools and homes you would see if you visited the Beaches.

PUBLIC SCHOOL JUNIO

PUBLIC SCHOOL JUNIOR
WILLIAMSON ROAD
PUBLIC SCHOOL JUNIOR
BLACK COURT

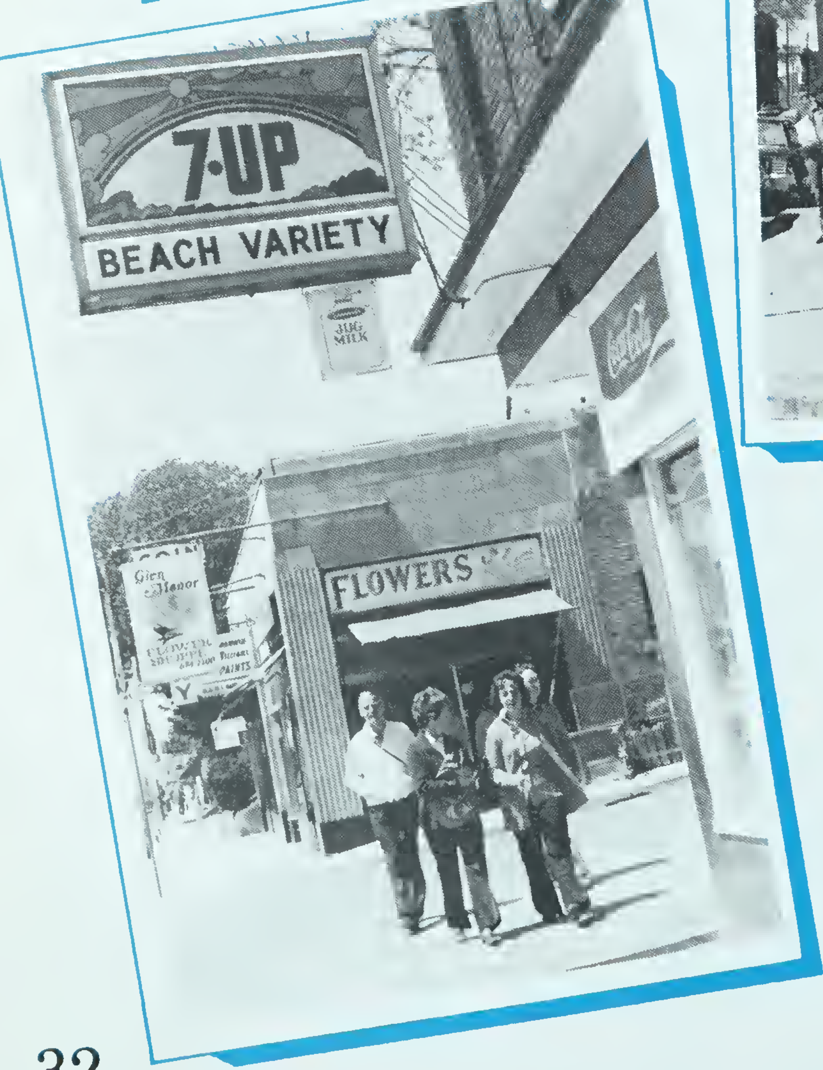
MAKE YO
INTENTION
FIRE
PREVENTION

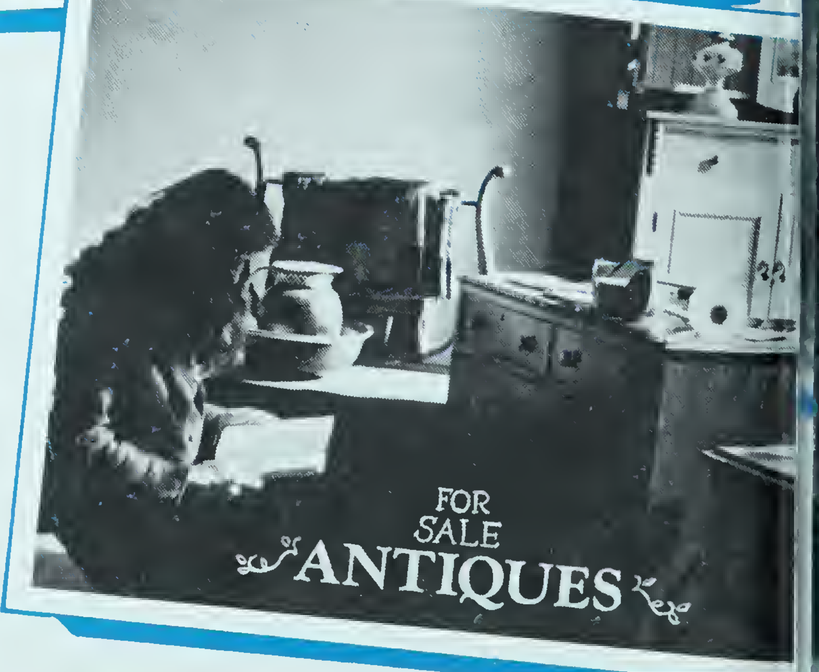
The people who live in the Beaches have almost everything they need close to them.

Here are some of the stores and services in the Beaches. Name each one and tell which are found in your community.

PUBLIC LIBRARY
BEACHES BRANCH

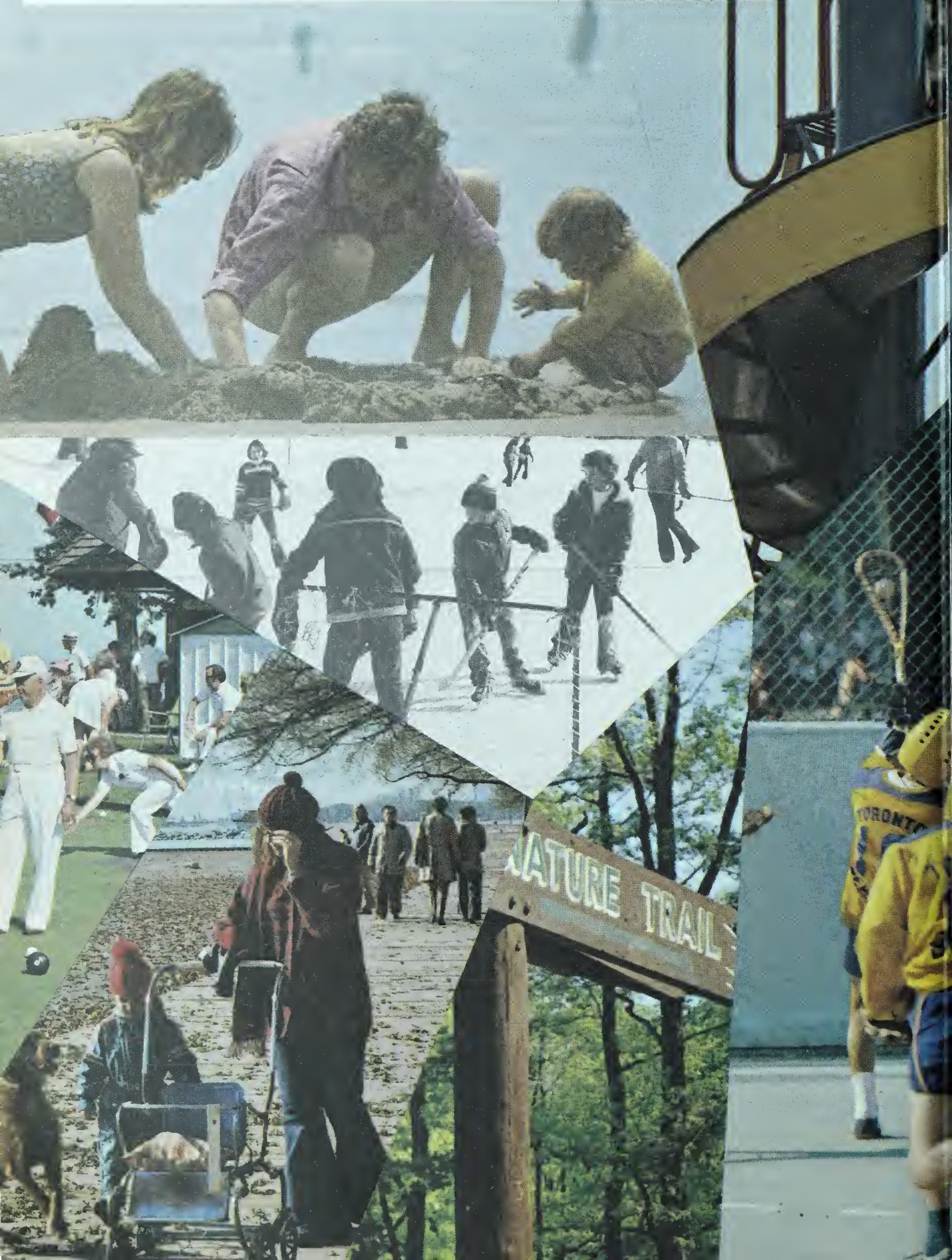
Cottle's CYCLE & SPORT
NEW AND USED BICYCLES & REPAIRS 691-8111
LAUNDRY AND DRY CLEANER


7-UP
BEACH VARIETY
JUG MILK
FLOWERS
Glen Manor


FOR SALE
ANTIQUES

nrico's
Pizza
u ring we bring
699-5533
MEDICAL DENTAL CENTRE
V TOR'S
DISCOU T HARDWARE
Sale!
REE PARKING
hour while shopping at
MILY FOOD FAIR
GLENNS
BOOKS
BOOKS
HUMBER QUEEN
4663

The Beaches also has beautiful parks, a beach, and a boardwalk along the lakeshore. There people can enjoy themselves. Tell what is happening in each photograph.


ATURE TRAIL
TORONT

BICYCLE
TRAIL
CYCLISTS
ONLY
BY-LAW 319-6
DONAL
D. SUMMERVIL
OLYMPIC POO

Your Community and the Beaches

Compare your community with the pictures you see of the Beaches. Compare

homes,
schools,
other buildings,
shopping areas,
places to play.

How do each of these help the people in these two communities?

Toronto Is Many Communities

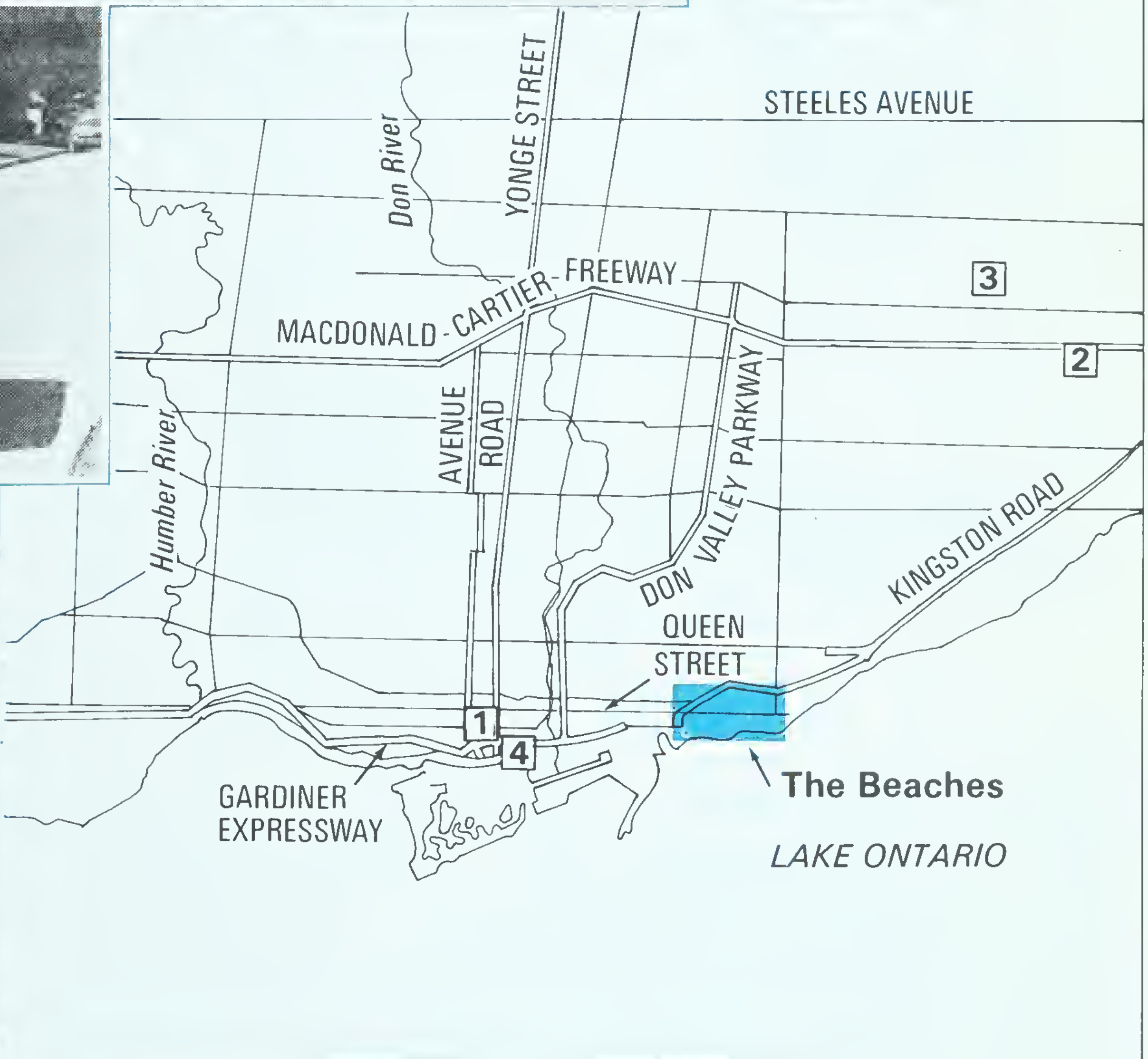
The Beaches is only one of many communities in Toronto. When a place has a large group of people living in many communities that are close together, we call it a city. Toronto is a city, one of the largest in Canada.

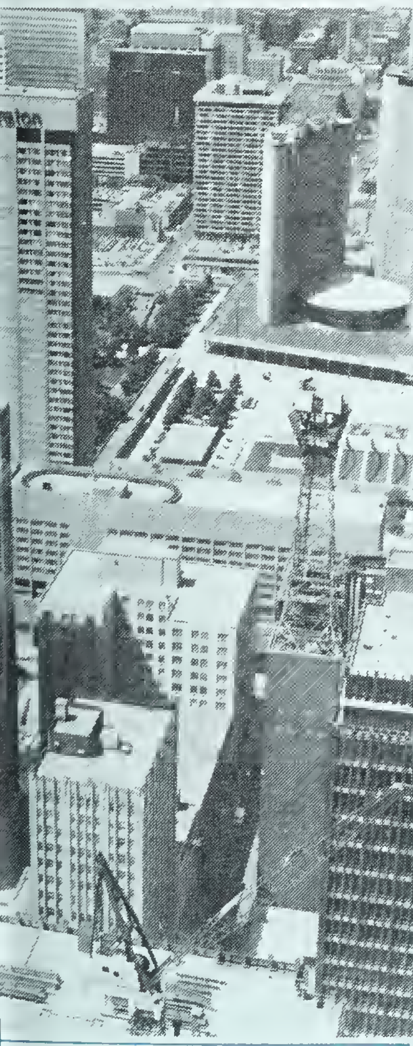
Every community in Toronto is important to the whole city. Often people come to the Beaches from other communities to walk along the boardwalk or ride along the bicycle path. They also come to sail, swim, or picnic, and to visit friends and relatives.

The people in the Beaches often visit other communities in Toronto, too. Mr. Thomas takes the subway to his job in the downtown community of Toronto every day. Mrs. Thomas drives to work with Mr. Brass. They work in an office in a community in the northeast part of Toronto. When Mrs. Brass wants to shop for clothes, she drives to a large plaza near the community where Mr. Brass works. Mr. and Mrs. Kipper take the streetcar to the sugar refinery, which is on the waterfront. Find these places in the photographs and on the map on the opposite page.

3

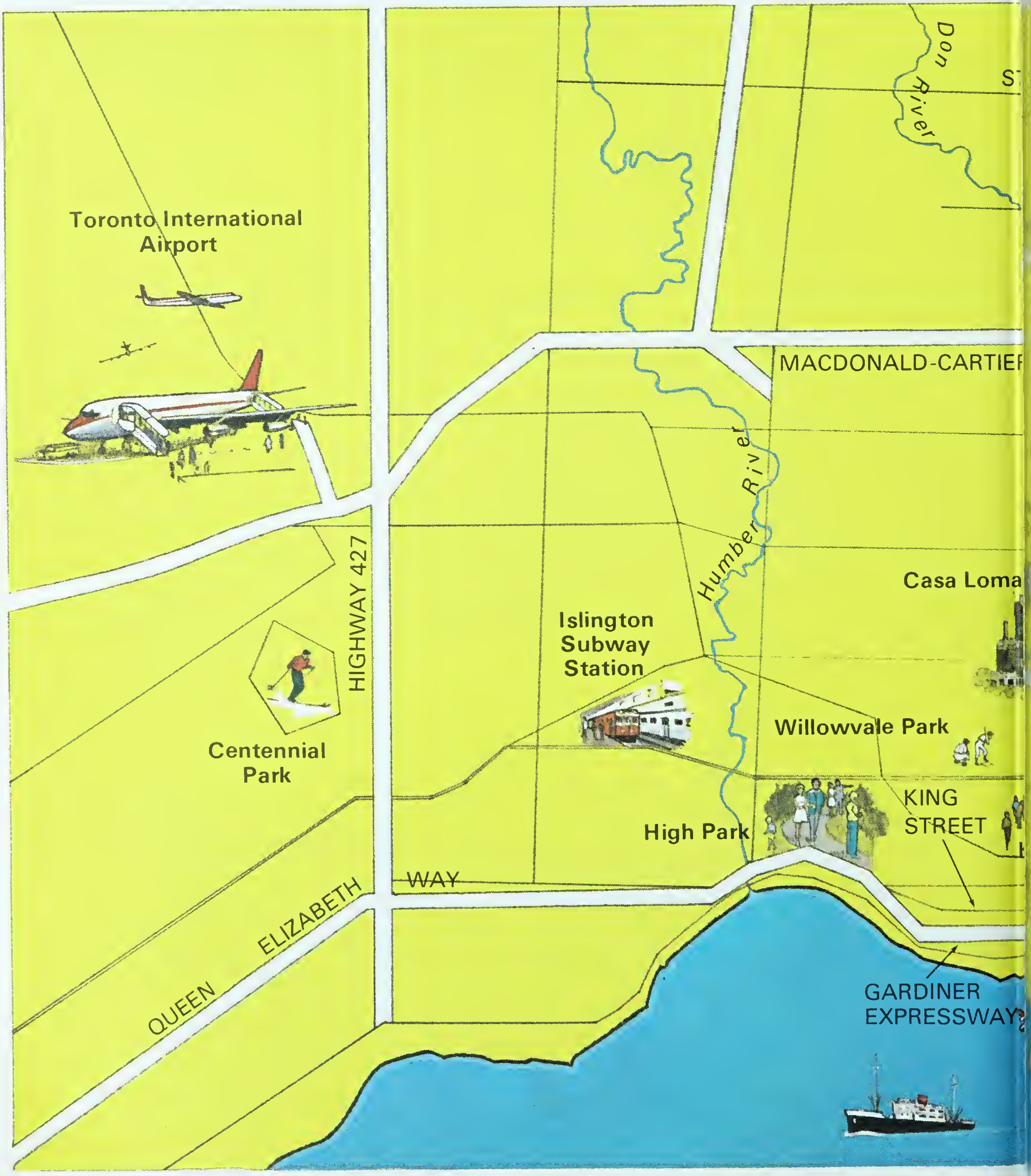
2

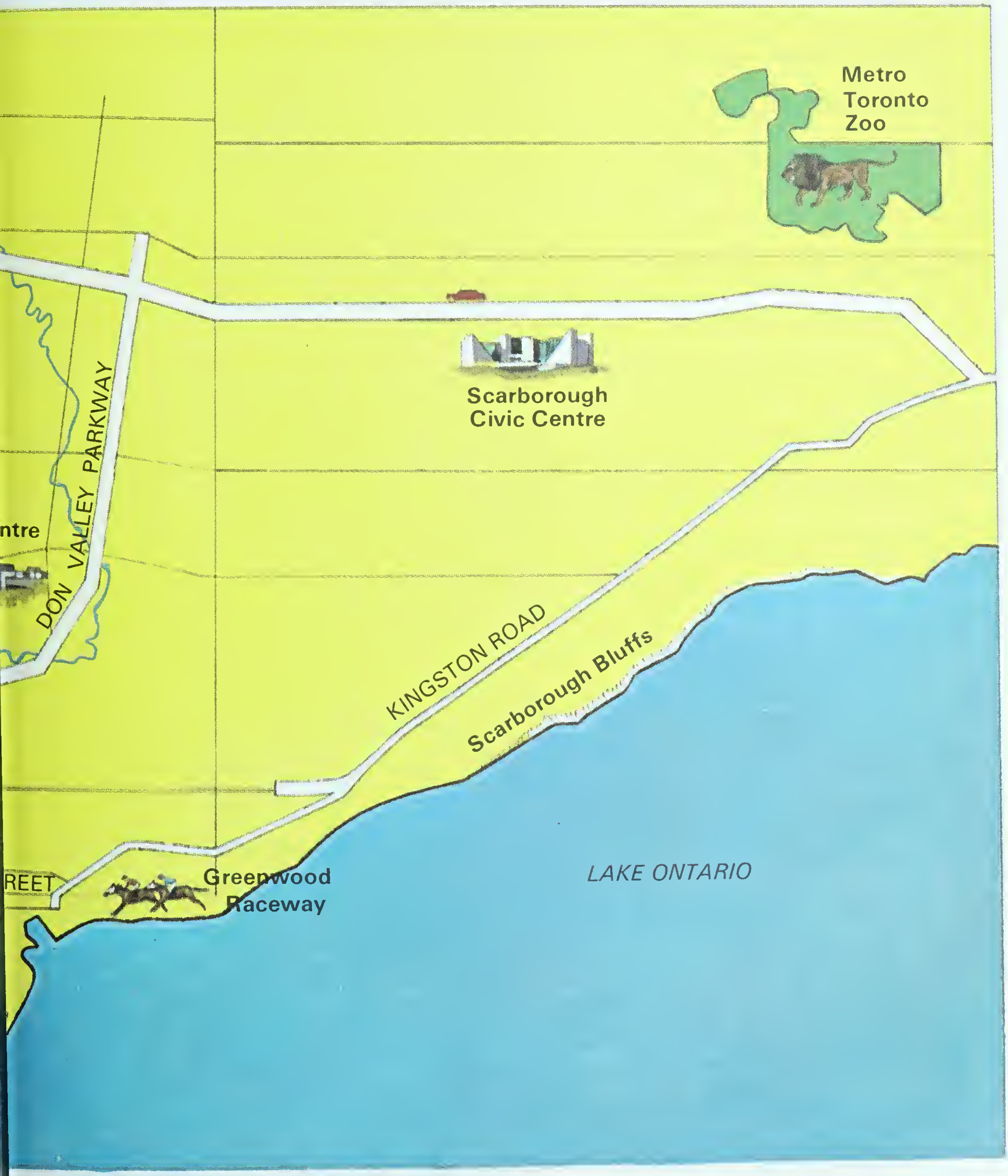

STEELES AVENUE
Don River
YONGE STREET
MACDONALD - CARTIER - FREEWAY
3
2
AVENUE ROAD
DON VALLEY PARKWAY
Humber River
KINGSTON ROAD
QUEEN STREET
1
4
GARDINER EXPRESSWAY
The Beaches
LAKE ONTARIO



4

Other communities in Toronto also have special things to share. This map shows places that people visit in some of Toronto's many communities.


Don River
Toronto International Airport
MACDONALD-CARTIE
Humber River
Casa Loma
HIGHWAY 427
Islington Subway Station
Willowvale Park
Centennial Park
KING STREET
High Park
WAY
QUEEN ELIZABETH
GARDINER EXPRESSWAY

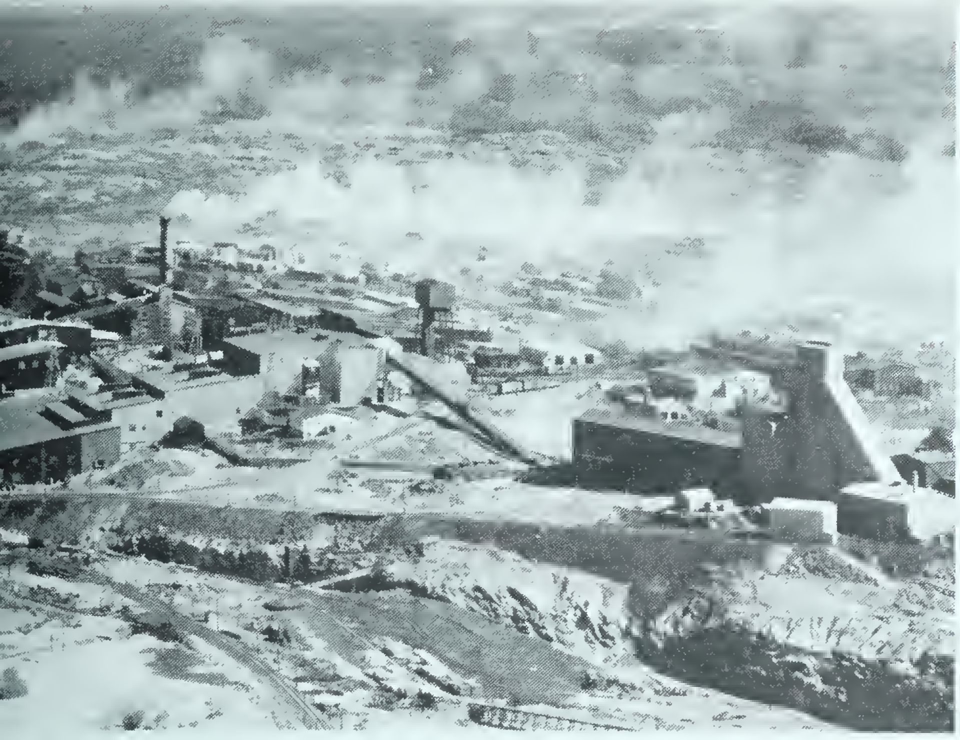

Metro
Toronto
Zoo
Scarborough
Civic Centre
DON VALLEY PARKWAY
ntre
KINGSTON ROAD
Scarborough Bluffs
REET
Greenwood
Raceway
LAKE ONTARIO

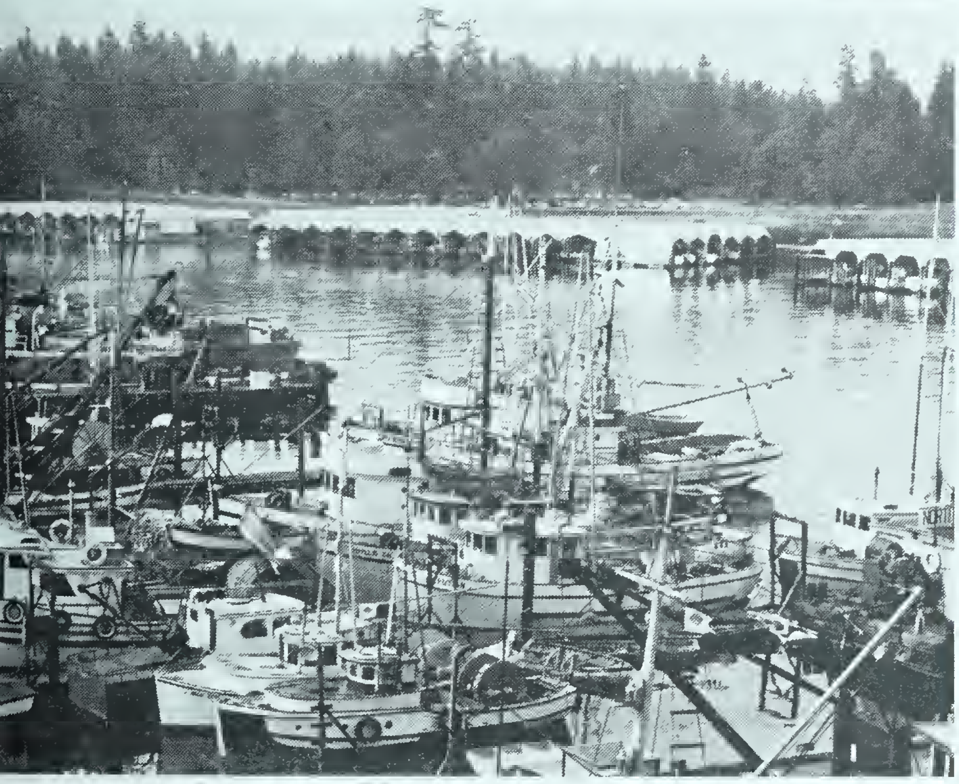
Your Community and Beyond

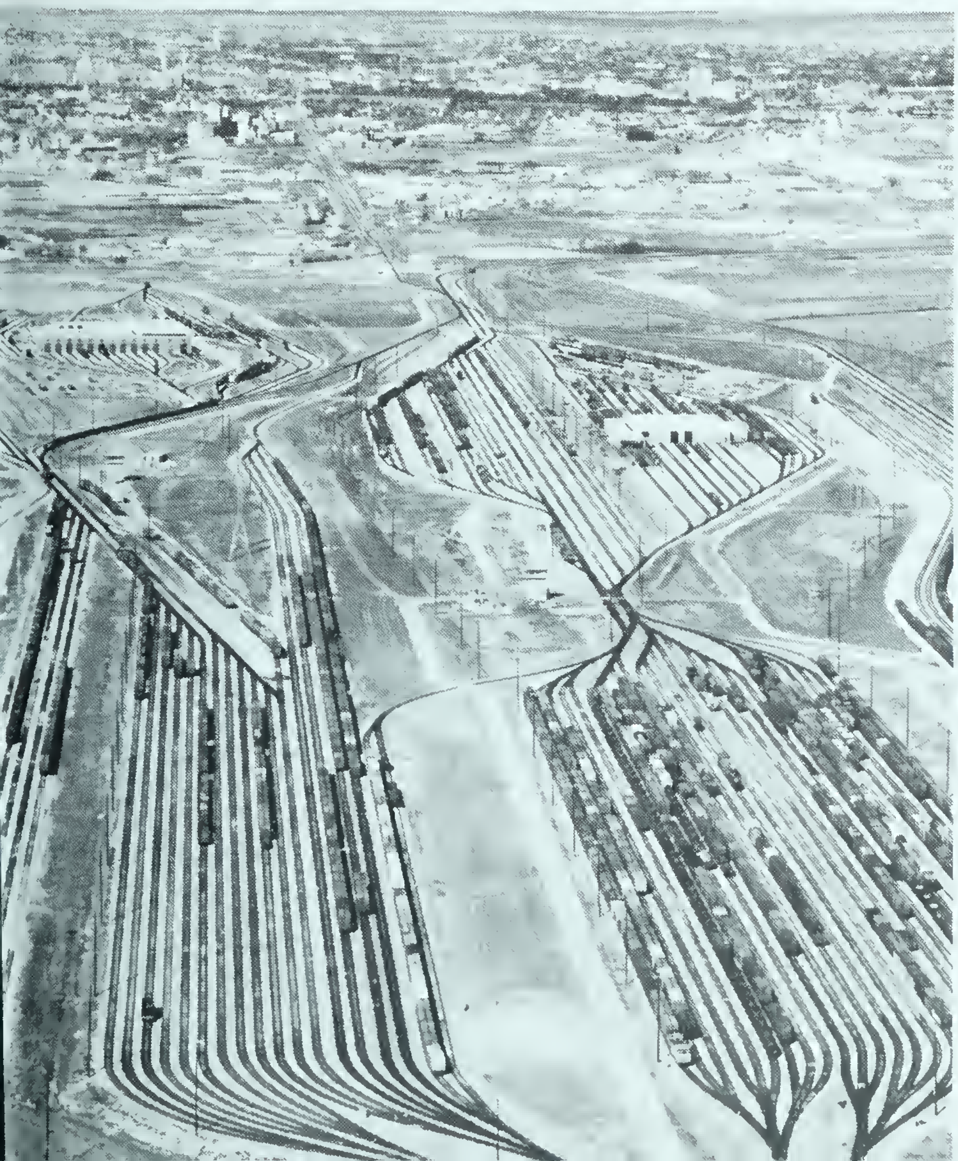
1. Is there a place in your community which many people come to visit? Make a picture story to show why it is such an interesting place.
2. a. Are there other schools close to your own school community? If so, discuss some of the things you like to do with friends from those schools.
   b. Write a story about some of the places that you like to visit in those school communities. In your story tell how you get there and why you like to go there.

LE VENDOME
RESTAURANT
L.G. CHABOT

SUEY - STEAKS
CURIOS
GIFTS
CHOP SUEY
CHINA
CURIOS







3. a. Draw a large map to show the area outside your own school community. On this map show some of the interesting places you like to visit.
   b. Visit a place you enjoy outside your community. Draw pictures to show some of the interesting things that happen there. Place them around the map.
4. These photographs show places to visit in communities across Canada. Tell what each place is and why you might like to visit one of them.

LIVING WITH NATURE
VANCOUVER

Georg
Vancou

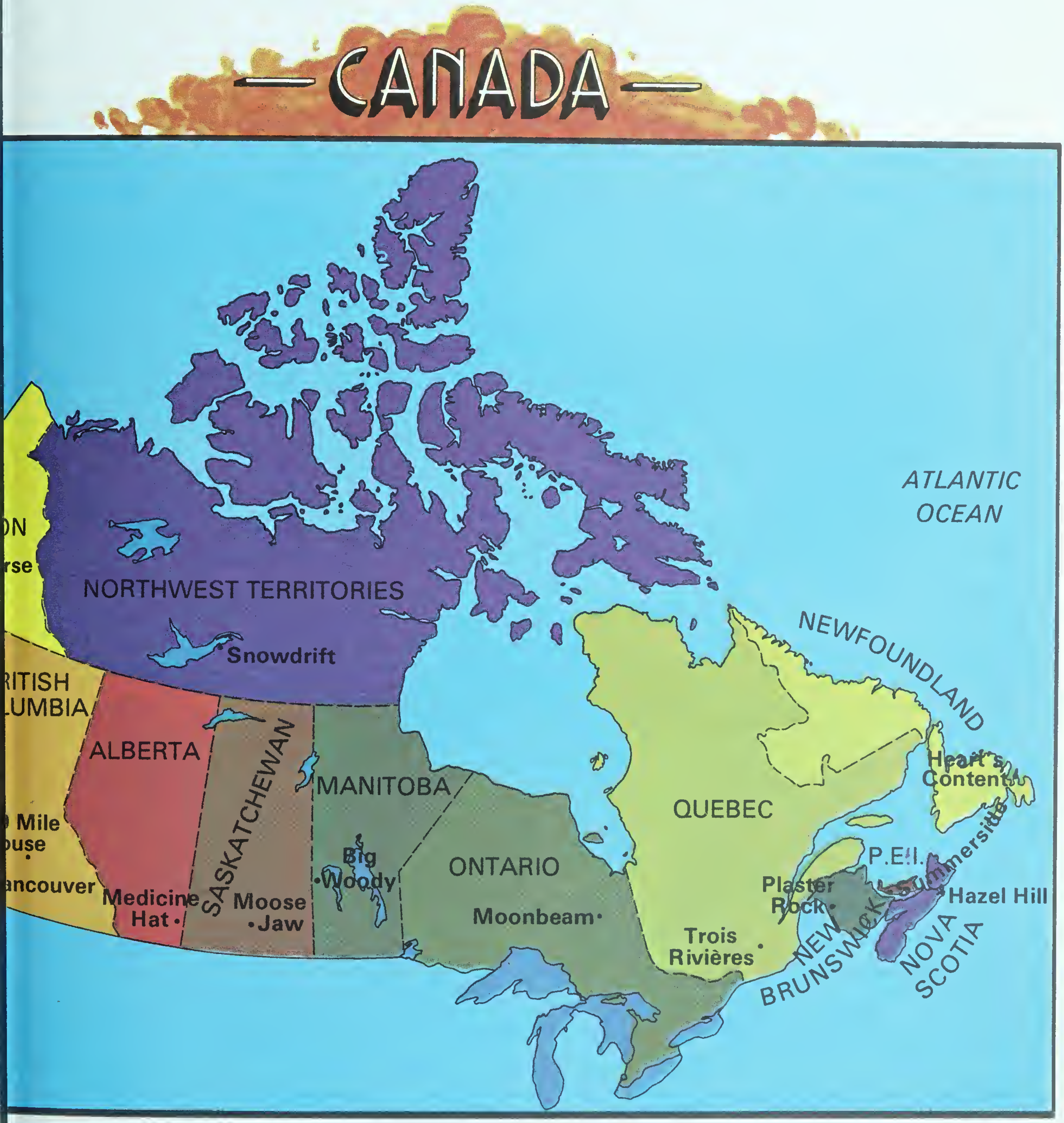
In 1790, George Vancouver was a Commander in the British Navy. The Navy gave him two ships. He was sent to explore the Pacific Coast of what is now British Columbia. One of the places he explored was Burrard Inlet. Ninety-six years later, a city was built on the shore of Burrard Inlet. It was called Vancouver, after him.

Many cities and towns were named for people. Other places were named for what they looked like or for where they were located. Look at the names of these Canadian towns. How do you think they got their names? Write a story to tell your answer.

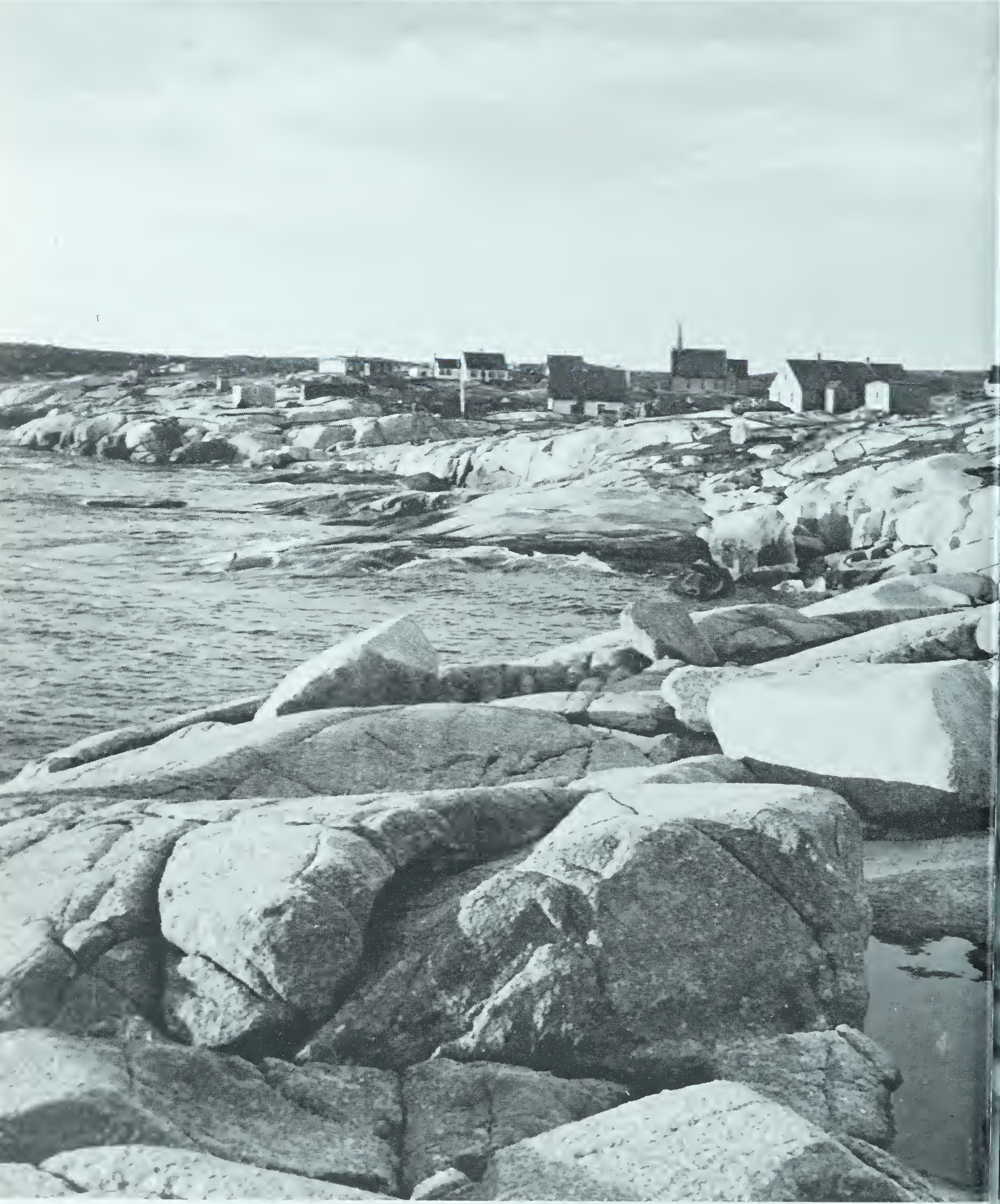
100 Mile House, British Columbia
Moose Jaw, Saskatchewan
Medicine Hat, Alberta
Big Woody, Manitoba
Moonbeam, Ontario
Trois Rivières, Quebec

Heart's Content, Newfoundla
Summerside, Prince Edward
Plaster Rock, New Brunswic
Hazel Hill, Nova Scotia
Snowdrift, Northwest Territo
Whitehorse, Yukon

s map of Canada to see where these
re.


—CANADA—
ATLANTIC OCEAN
ON
rse
NORTHWEST TERRITORIES
Snowdrift
RITISH
LUMBIA
ALBERTA
SASKATCHEWAN
MANITOBA
0 Mile
ouse
ancouver
Medicine Hat
Moose Jaw
Big Woody
ONTARIO
Moonbeam
QUEBEC
NEWFOUNDLAND
Heart's Content
P.E.I.
Summerside
Hazel Hill
Plaster Rock
Trois Rivières
NEW BRUNSWICK
NOVA SCOTIA

What names would you give the communities in these two photographs? Why?

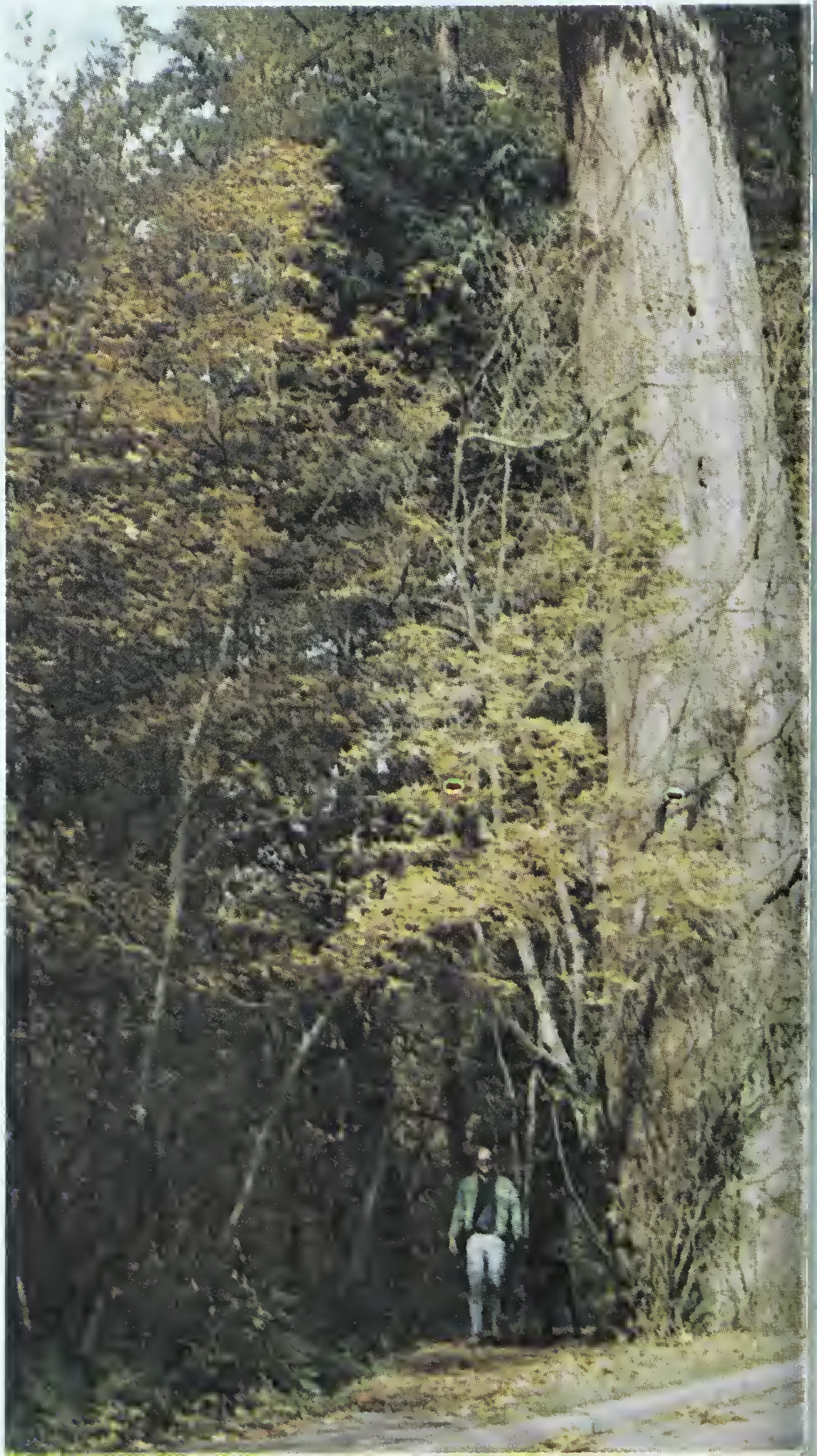


Find out how your community got its name.

The city of Vancouver has many natural wonders. The trees, the sea, and the mountains lured early settlers to Vancouver. Today these same natural wonders bring people from all over the world. After you have discovered more about Vancouver, have a contest. Give Vancouver a new name that tells what the city is really like.

Land of the Trees

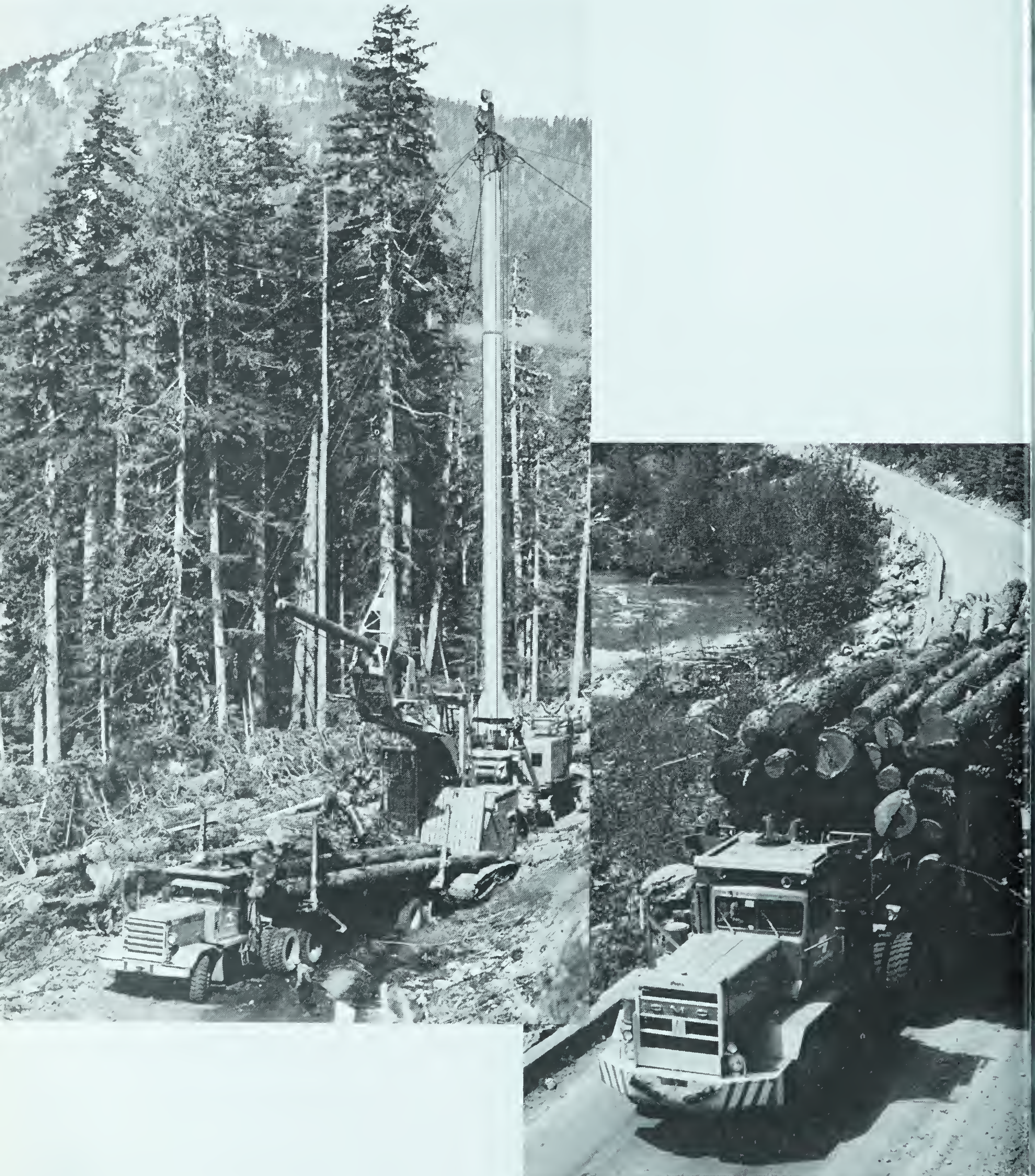
When George Vancouver came to the west coast of Canada, he saw huge trees. Some of these trees are still there. Here you can see the large trees in Stanley Park, Vancouver.



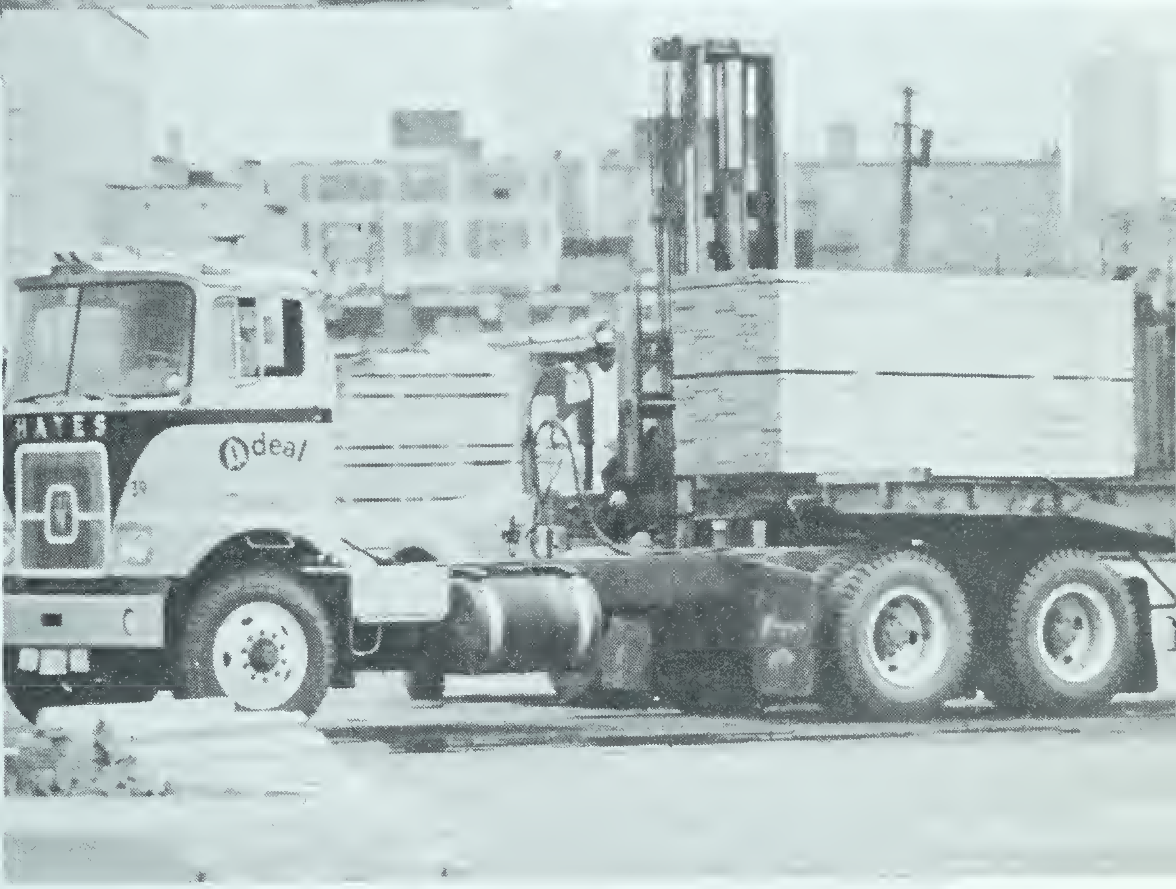
Look at the man standing beside the tree. He is 180 cm tall. How tall do you think the tree is? How thick do you think the tree is? Join hands in a circle to show how big around you think this tree is.

ere trees as big as
here you live?
chart to show the
some of the trees in
mmunity.

Today in the city of Vancouver you will not see many trees like the ones in Stanley Park. These photographs show what has happened to some of the trees in Vancouver. Tell what you think happened to other trees there.

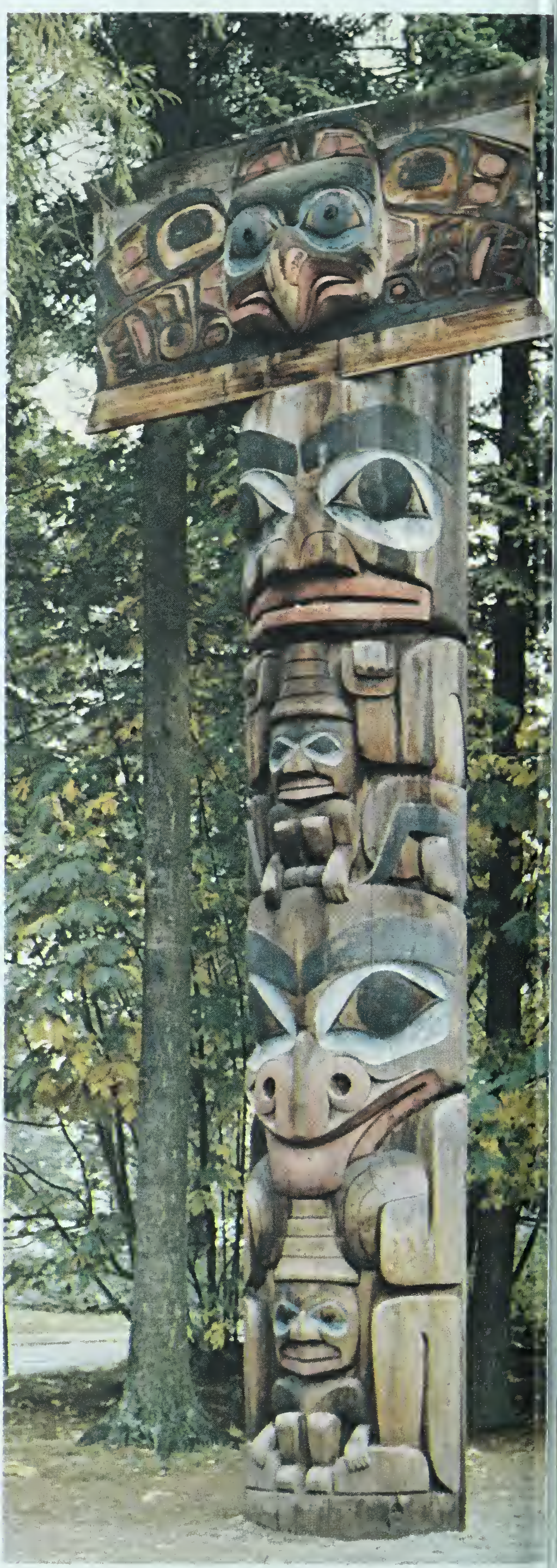


DO NOT CROSS
OVER
GREEN
CHAIN


HAYES
Ideal

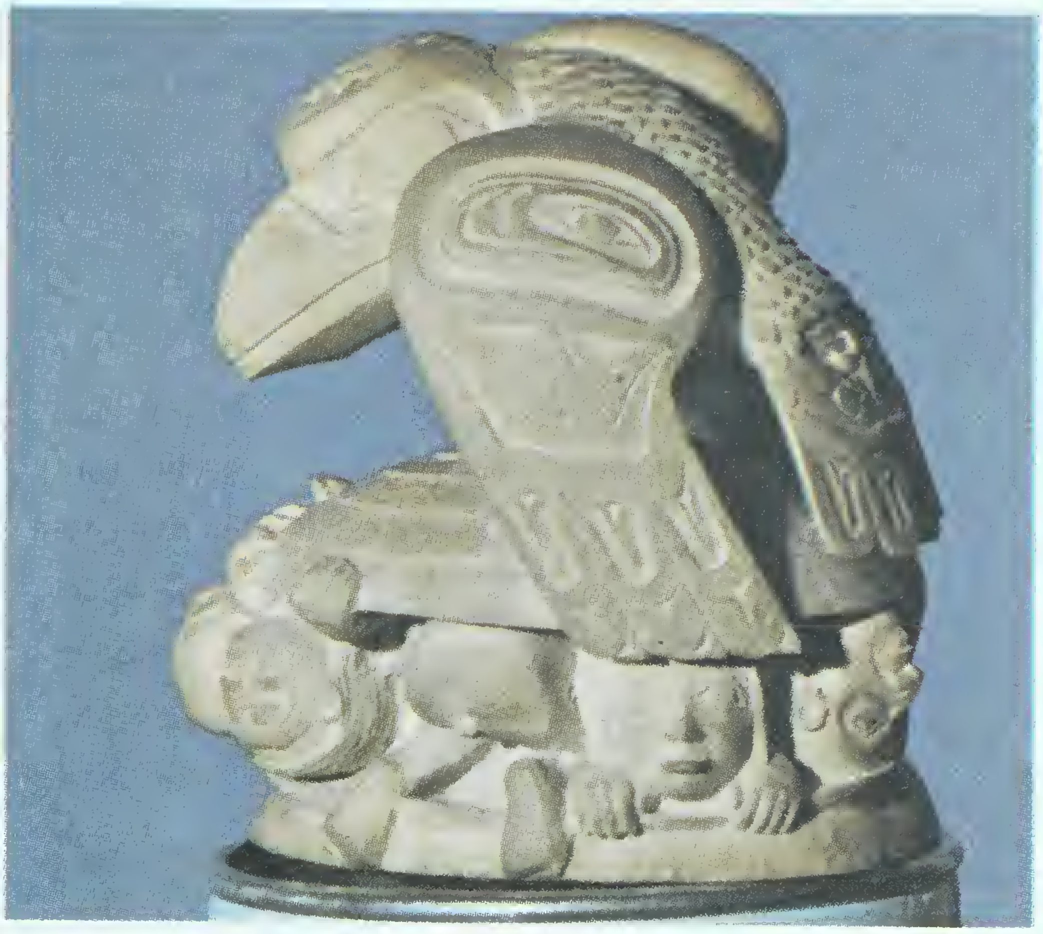
Some Trees Tell a Story

The Indians who lived north and west of Vancouver told many stories about their past. They carved stories of their family, beliefs, and legends into the huge trees. People, birds, animals, or imaginary creatures were the main characters. Each figure they carved was part of the story. Some of these totem poles can be seen in Vancouver today.



This totem pole was carved by a Haida Indian, Bill Reid. It can be seen in Totem Park in Vancouver.

is carving tells the story
e creation of the world.
story was told by the
a Indians of the Queen
lotte Islands. The Raven,
ge, black bird, was the
important character on
of their totem poles. As
ead this story, find the
characters on the carving.



Raven was believed to be a servant of Sha-lana who, long ago, before the world was created, ruled his kingdom from the grey clouds. Below his kingdom was only water. One day, Raven made Sha-lana very angry and was sent away from the kingdom of the grey clouds. He flew back and forth over the water trying to find a place to rest. He became angry and began to beat the water with his wings until it reached the clouds. When the water fell back, it was changed into rocks. These rocks were the Queen Charlotte Islands.

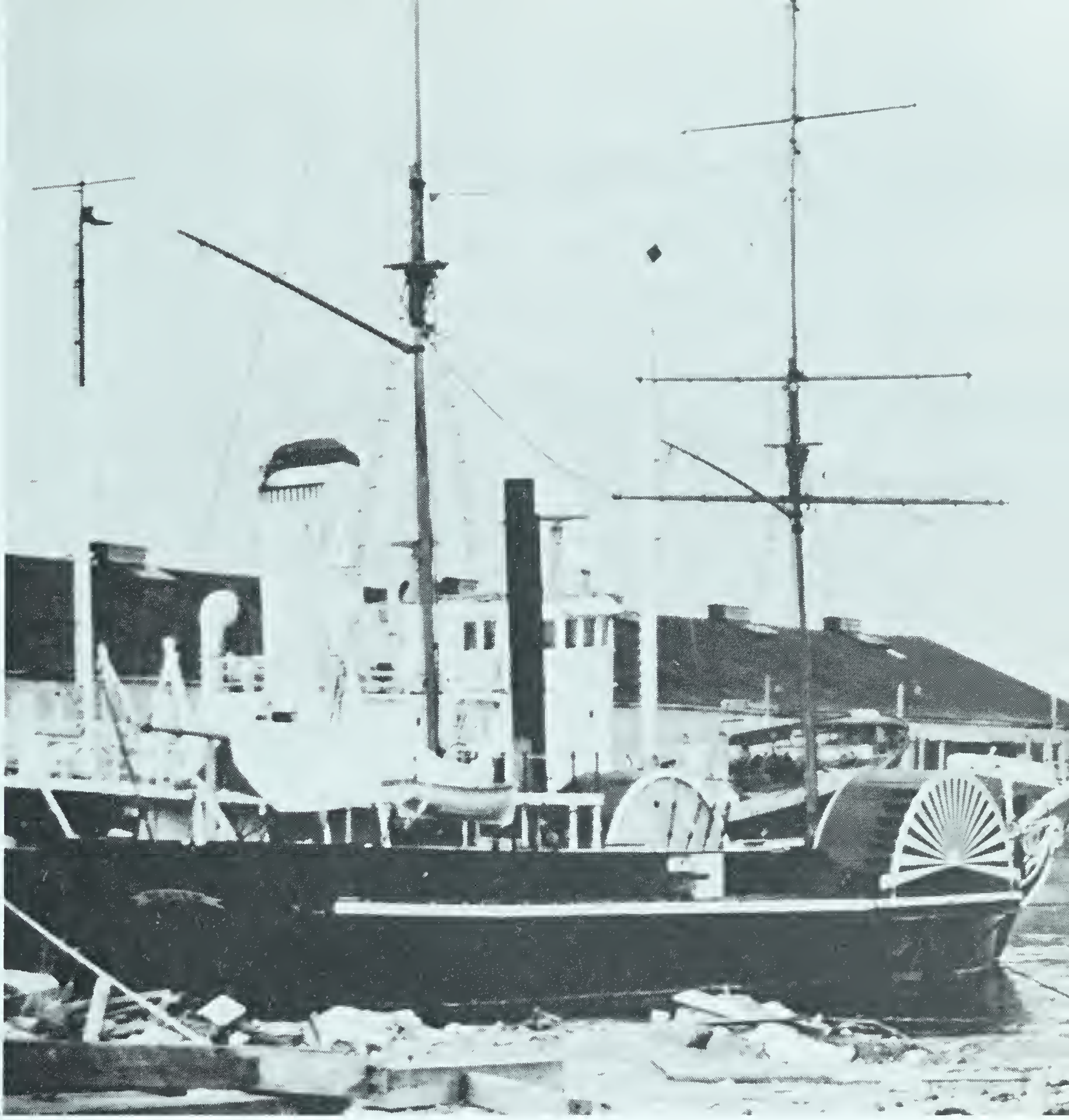
Raven rested on the rocks. As the years passed, the rocks turned to sand and trees began to grow. But Raven grew lonely in his kingdom. One day he made two piles of clam shells on the beach and changed them into a man and a woman. These two people were the ancestors of all the Haida people.

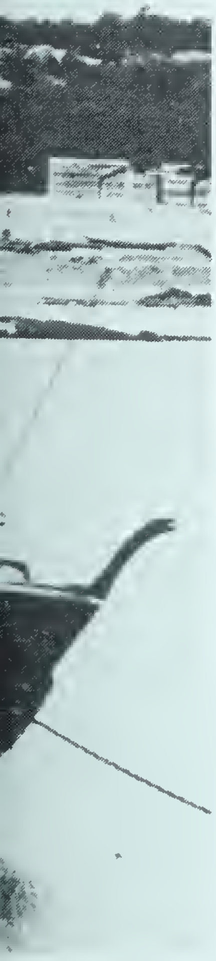
Make your own totem pole, using boxes, *papier-mâché*, and paint. Write the story it tells. Your totem pole might tell

a story about your community many years ago,
a story about your family,
something exciting that happened to you.

By the Sea

The *S.S. Beaver* was the first steamship on the North Pacific Coast of North America. It was built for the Hudson's Bay Company in 1835, to bring supplies to the early settlers of the Vancouver area. In 1888 it ran into rocks at Prospect Point at the entrance to Vancouver Harbour and never sailed again.





This is a ship that was built to look like the *S.S. Beaver*. Today modern ships from all over the world pass this ship as they enter Vancouver Harbour.

Here are two ships that came to Vancouver this year. They brought goods that were unloaded on the dock. Look at the other photographs to find out what they took with them to other countries of the world.

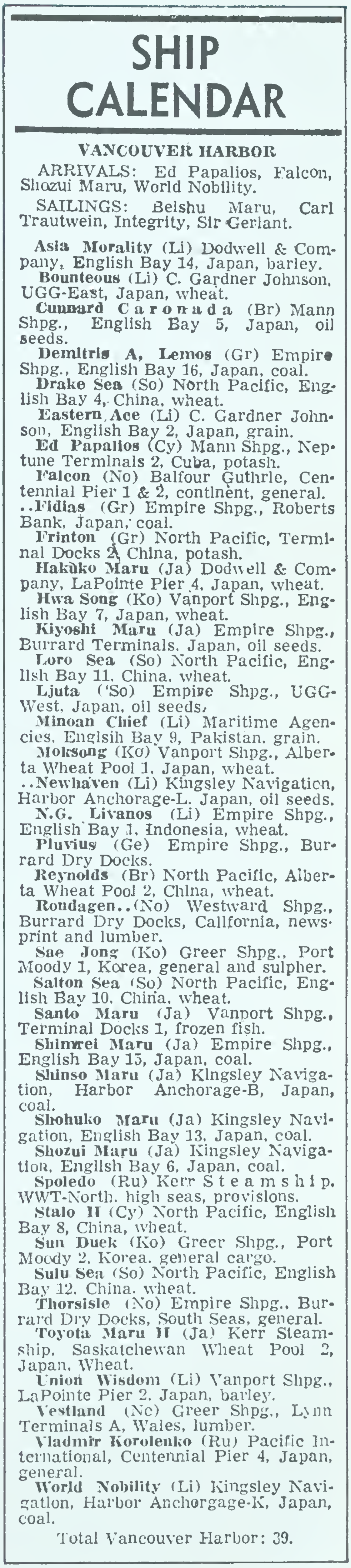
The *Westphalia* and the *Kristin Bakke* were in Vancouver Harbour waiting to be loaded with cargo.

Large containers wer
unloaded from the *We*

Fish heads were loaded on to the *Kristin Bakke* to be taken to Freemantle, Australia. The fish heads will be used for fertilizer.

olls of paper were also
n to the *Kristin Bakke.*
ere taken to Hong

Each day in the Vancouver newspaper there is a chart that tells about the ships that come to and leave the harbour. This chart is called a ship calendar. Look at this ship calendar that was in the Vancouver Sun. What does it tell you about the ships in the harbour?



SHIP CALENDAR

VANCOUVER HARBOR

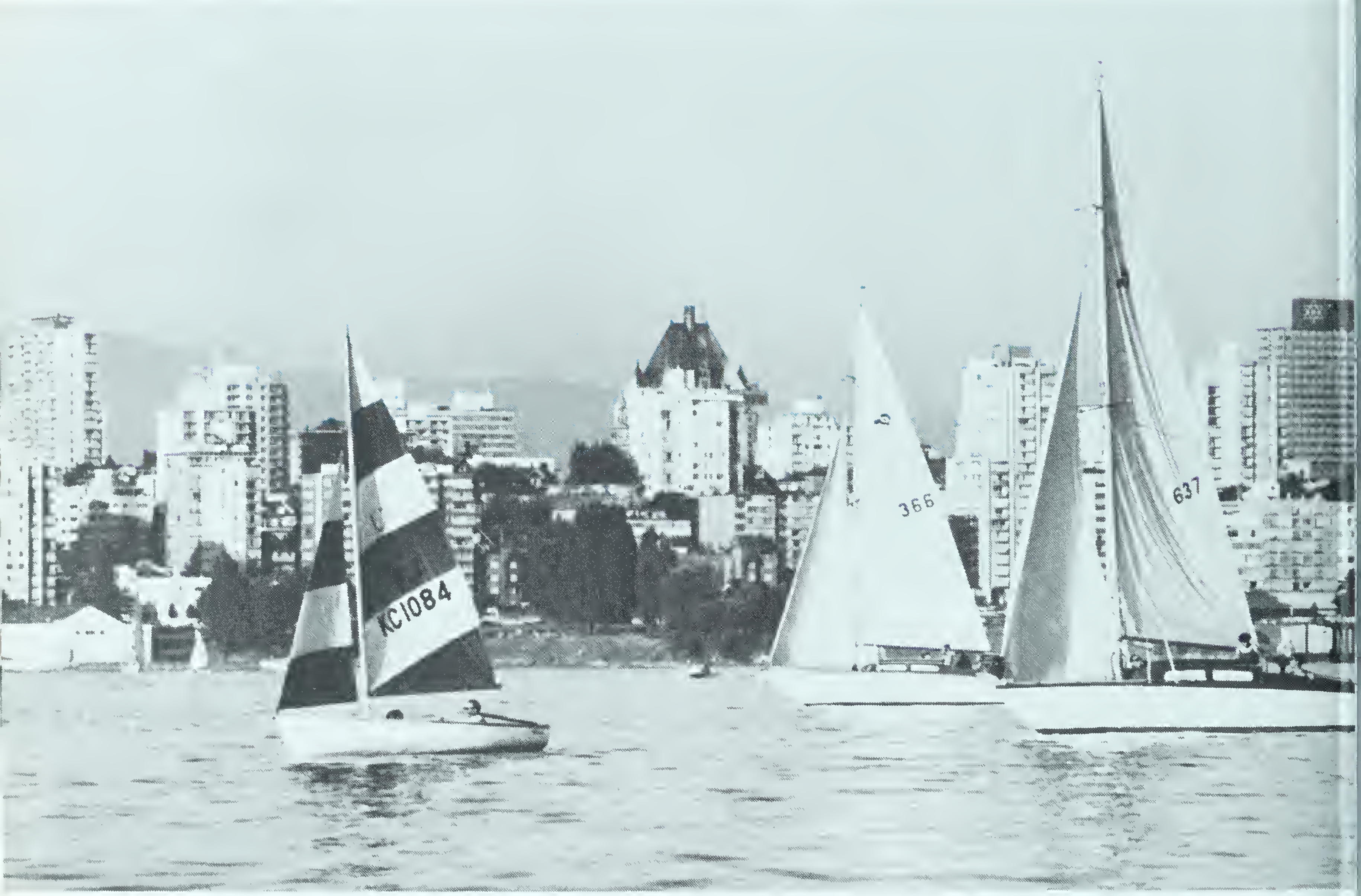
ARRIVALS: Ed Papalios, Falcon, Shozui Maru, World Nobility.

SAILINGS: Belshu Maru, Carl Trautwein, Integrity, Sir Gerlant.

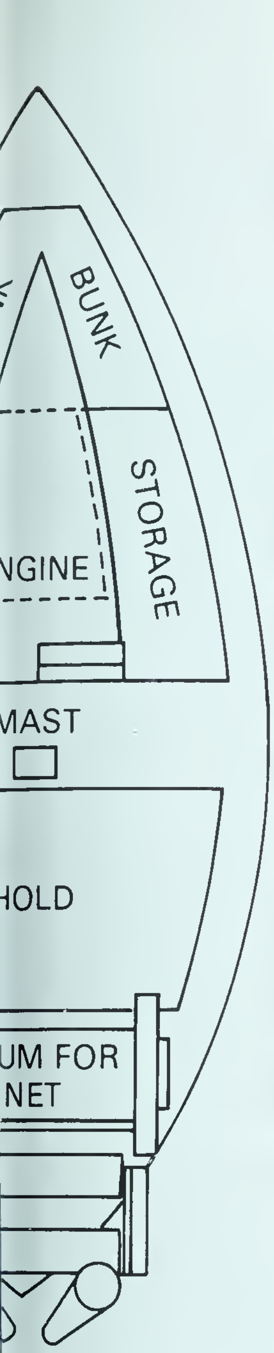
Asia Morality (Li) Dodwell & Company, English Bay 14, Japan, barley.
Bounteous (Li) C. Gardner Johnson, UGG-East, Japan, wheat.
Cunnard Caronada (Br) Mann Shpg., English Bay 5, Japan, oil seeds.
Demitris A, Lemos (Gr) Empire Shpg., English Bay 16, Japan, coal.
Drake Sea (So) North Pacific, English Bay 4, China, wheat.
Eastern Ace (Li) C. Gardner Johnson, English Bay 2, Japan, grain.
Ed Papalios (Cy) Mann Shpg., Neptune Terminals 2, Cuba, potash.
Falcon (No) Balfour Guthrie, Centennial Pier 1 & 2, continent, general.
..**Fidias** (Gr) Empire Shpg., Roberts Bank, Japan, coal.
Frinton (Gr) North Pacific, Terminal Docks 2, China, potash.
Hakuko Maru (Ja) Dodwell & Company, LaPointe Pier 4, Japan, wheat.
Hwa Song (Ko) Vanport Shpg., English Bay 7, Japan, wheat.
Kiyoshi Maru (Ja) Empire Shpg., Burrard Terminals, Japan, oil seeds.
Loro Sea (So) North Pacific, English Bay 11, China, wheat.
Ljuta ('So) Empire Shpg., UGG-West, Japan, oil seeds.
Minoan Chief (Li) Maritime Agencies, Englsih Bay 9, Pakistan, grain.
Moksong (Ko) Vanport Shpg., Alberta Wheat Pool 1, Japan, wheat.
..**Newhaven** (Li) Kingsley Navigation, Harbor Anchorage-L, Japan, oil seeds.
N.G. Livanos (Li) Empire Shpg., English Bay 1, Indonesia, wheat.
Pluvius (Ge) Empire Shpg., Burrard Dry Docks.
Reynolds (Br) North Pacific, Alberta Wheat Pool 2, China, wheat.
Roudagen..(No) Westward Shpg., Burrard Dry Docks, California, newsprint and lumber.
Sae Jong (Ko) Greer Shpg., Port Moody 1, Korea, general and sulpher.
Salton Sea (So) North Pacific, English Bay 10, China, wheat.
Santo Maru (Ja) Vanport Shpg., Terminal Docks 1, frozen fish.
Shinwei Maru (Ja) Empire Shpg., English Bay 15, Japan, coal.
Shinso Maru (Ja) Kingsley Navigation, Harbor Anchorage-B, Japan, coal.
Shohuko Maru (Ja) Kingsley Navigation, English Bay 13, Japan, coal.
Shozui Maru (Ja) Kingsley Navigation, English Bay 6, Japan, coal.
Spoledo (Ru) Kerr Steamship, WWT-North, high seas, provisions.
Stalo II (Cy) North Pacific, English Bay 8, China, wheat.
Sun Duek (Ko) Greer Shpg., Port Moody 2, Korea, general cargo.
Sulu Sea (So) North Pacific, English Bay 12, China, wheat.
Thorsisle (No) Empire Shpg., Burrard Dry Docks, South Seas, general.
Toyota Maru II (Ja) Kerr Steamship, Saskatchewan Wheat Pool 2, Japan, Wheat.
Union Wisdom (Li) Vanport Shpg., LaPointe Pier 2, Japan, barley.
Vestland (No) Greer Shpg., Lynn Terminals A, Wales, lumber.
Vladmir Korolenko (Ru) Pacific International, Centennial Pier 4, Japan, general.
World Nobility (Li) Kingsley Navigation, Harbor Anchorgage-K, Japan, coal.

Total Vancouver Harbor: 39.

In Vancouver Harbour you will also see boats like the ones in this photograph. What are these boats used for?



1. Have you ever eaten salmon from Vancouver or other places in British Columbia? What other places in the world sell salmon? Check the labels on the cans at the store.
2. Have you ever gone fishing? What kind of fish did you catch? How big were they? Many fishermen tell "fish stories" about the big fish they almost caught. Write your own fish story. Maybe you would like to pretend you are the fish in your story. Act out your story as a play with puppets.

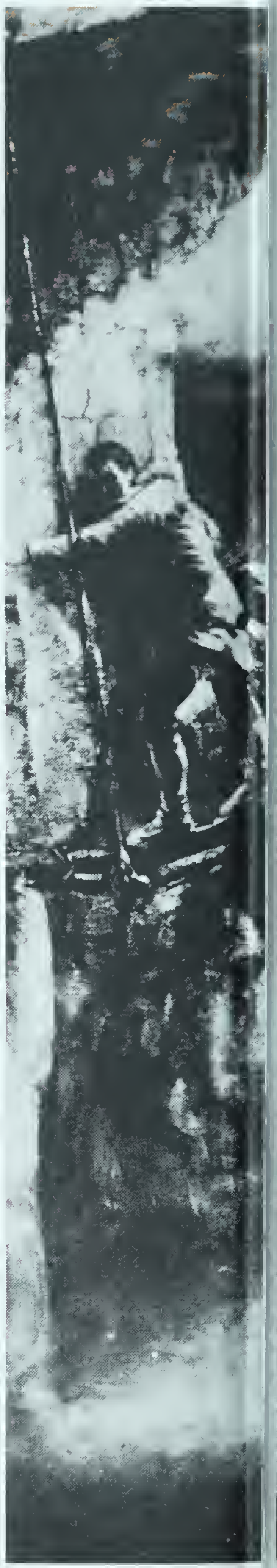


The man in the above photograph is fishing for salmon near Vancouver. Look carefully at the diagram of the inside of his boat. What does it tell you about his life during the fishing season?

The most important part of his equipment is a large gill net. In this photograph the green nylon net is wound on a large drum at the back of the boat. When he is ready to use it, he stretches it across the Fraser River. The salmon that are swimming up the river to spawn are caught in the net by their gills.

The fish are kept in the hold of the boat until the packer comes to collect them. The packer takes them to the cannery near Vancouver. From there the canned salmon are shipped all over the world.

Mountain Peaks and Canyon

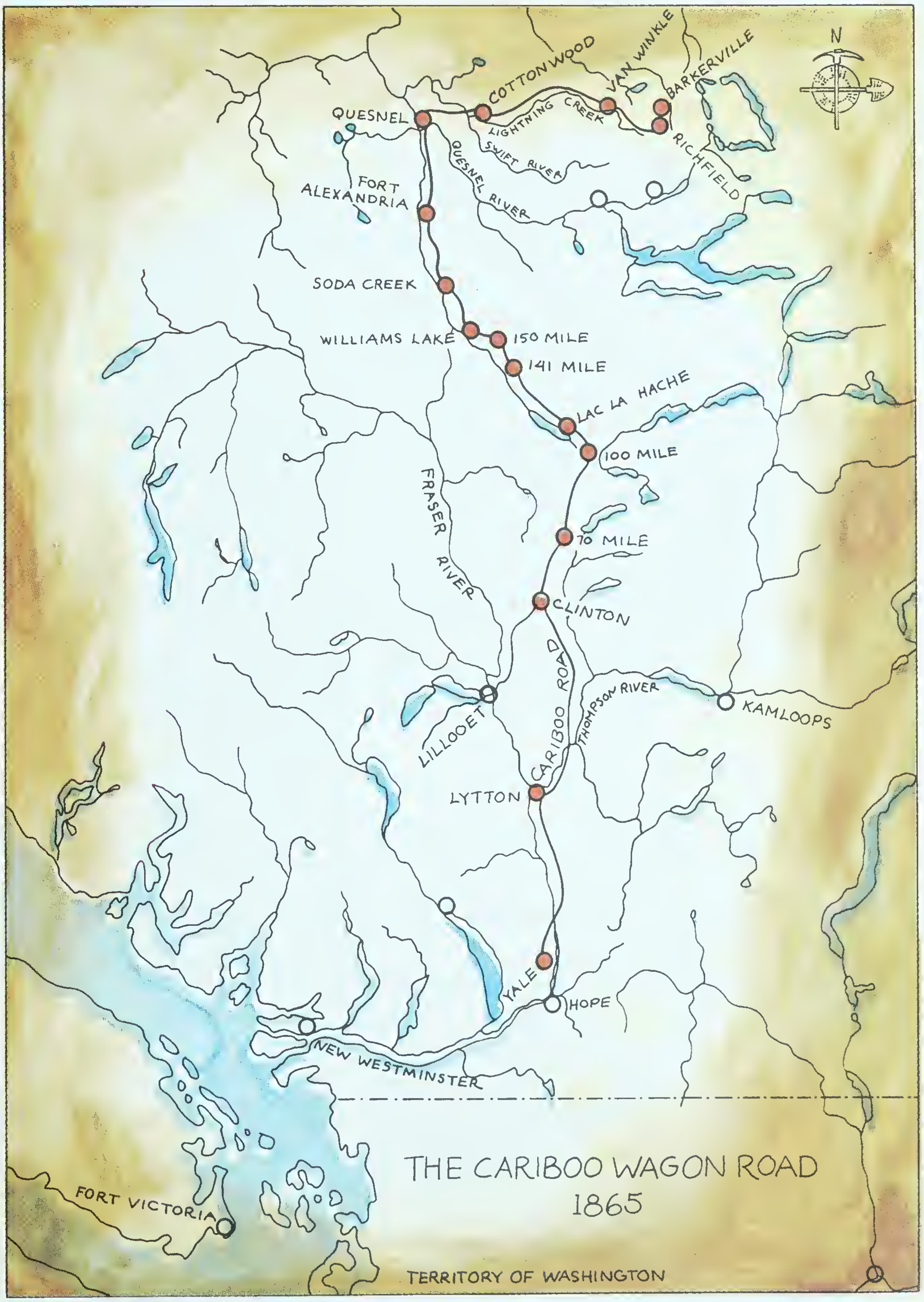


Many people visit Vancouver today because of the beauty of the mountains that surround the city. But before railways and roads were built, only a few people saw the mountains' beauty. It was very difficult to cross the mountains on foot. By 1808 only two explorers had been able to get from the Prairies to the Pacific Coast. Their names were Alexander Mackenzie and Simon Fraser. Simon Fraser and his men sometimes had to travel along canyon walls. They made platforms of branches and vines.

By 1860, a few fur traders lived in the mountains. They built trading posts beside rivers and lakes, and traded with the Indians. Then, in 1861, gold was discovered in the Cariboo Mountains, a very long way from the mouth of the Fraser River. This was the beginning of one of the world's greatest gold rushes.

Boats could travel up the Fraser about 150 kilometres. But from there, the goldseekers had a long, hard trip to reach the goldfields. The trails through the mountains were very dangerous. In some places the trees and bushes were so thick that people had to travel along the steep canyon walls. They cut paths into the sides of the canyons. Sometimes the paths were only a metre wide. So that people could reach the goldfields safely, a good road had to be built through the mountains.

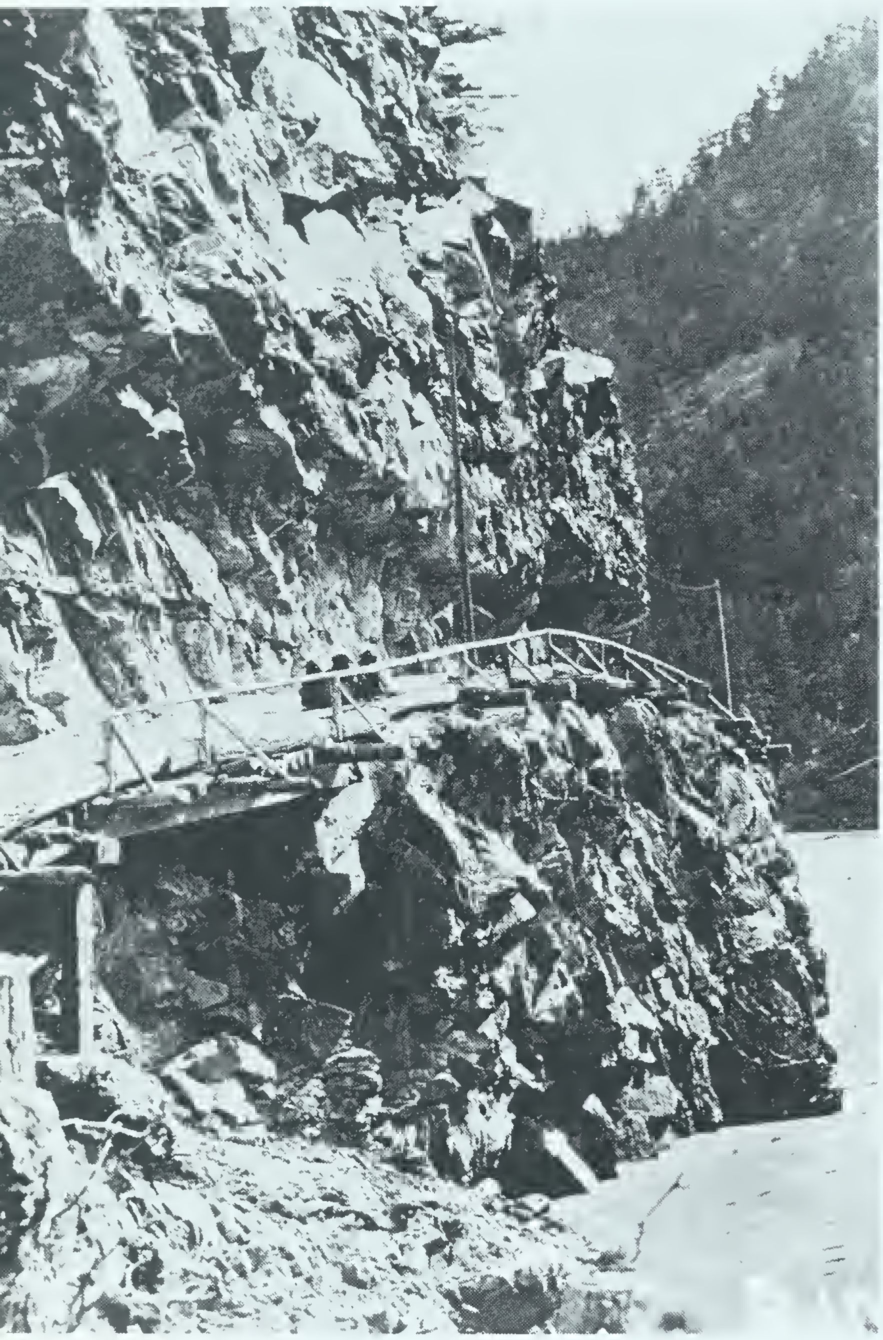
The Cariboo Wagon Road took four years to build. It started at Yale and ended at a town called Barkerville. Everything in Barkerville and the towns along the way had to be brought by boat and then by horse and wagon or on the backs of people or animals. It was a long journey to travel all the way from the Pacific Coast to the goldfields.



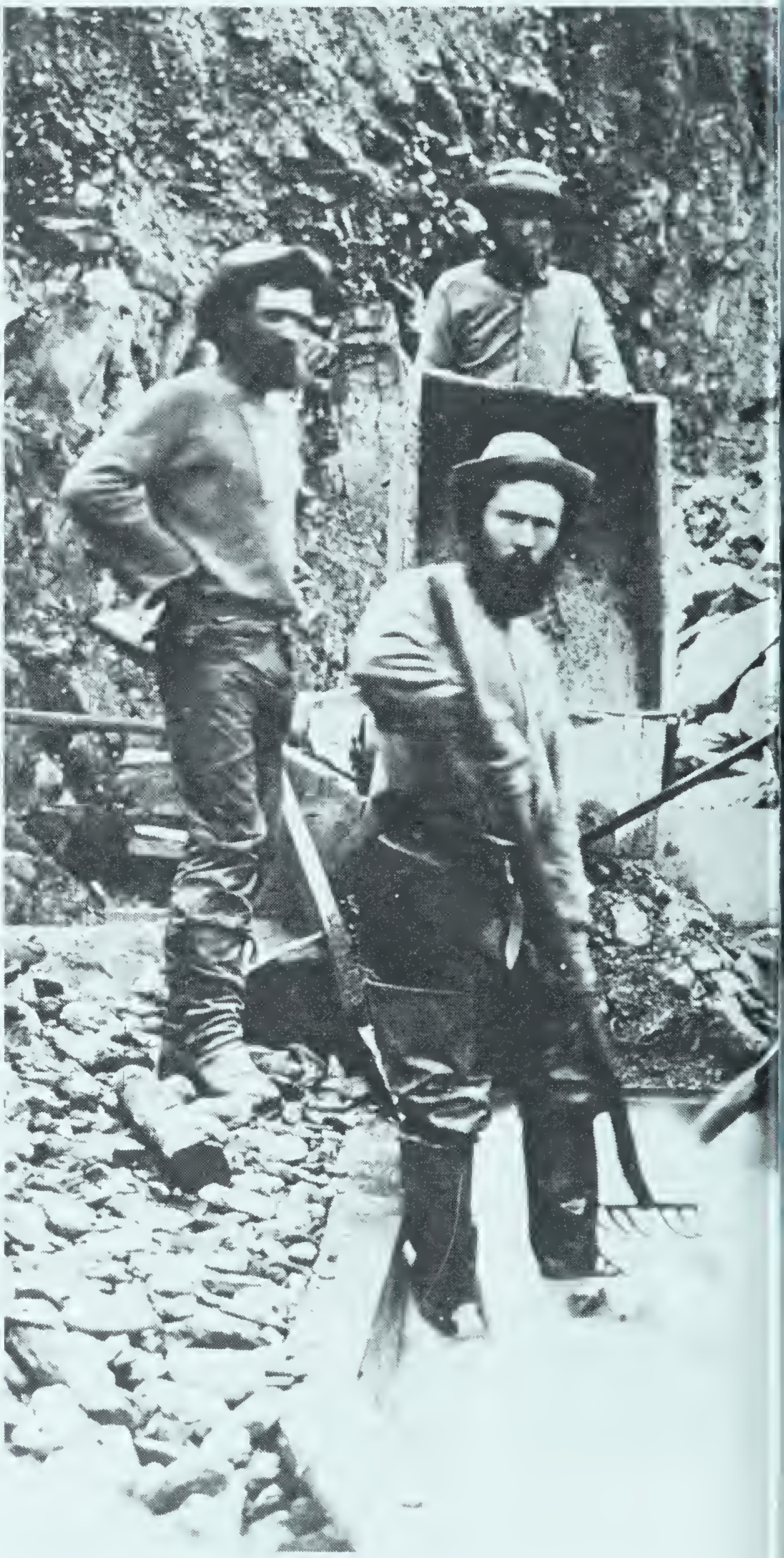
THE CARIBOO WAGON ROAD
1865

N
QUESNEL
COTTONWOOD
VAN WINKLE
BARKERVILLE
LIGHTNING CREEK
RICHFIELD
SWIFT RIVER
QUESNEL RIVER
FORT ALEXANDRIA
SODA CREEK
WILLIAMS LAKE
150 MILE
141 MILE
LAC LA HACHE
100 MILE
FRASER RIVER
70 MILE
CLINTON
CARIBOO ROAD
THOMPSON RIVER
KAMLOOPS
LILLOOET
LYTTON
YALE
HOPE
NEW WESTMINSTER
FORT VICTORIA
TERRITORY OF WASHINGTON

Look carefully at these photographs. They were taken between 1862 and 1865. Why do you think the Cariboo Wagon Road is sometimes called the Eighth Wonder of the World?

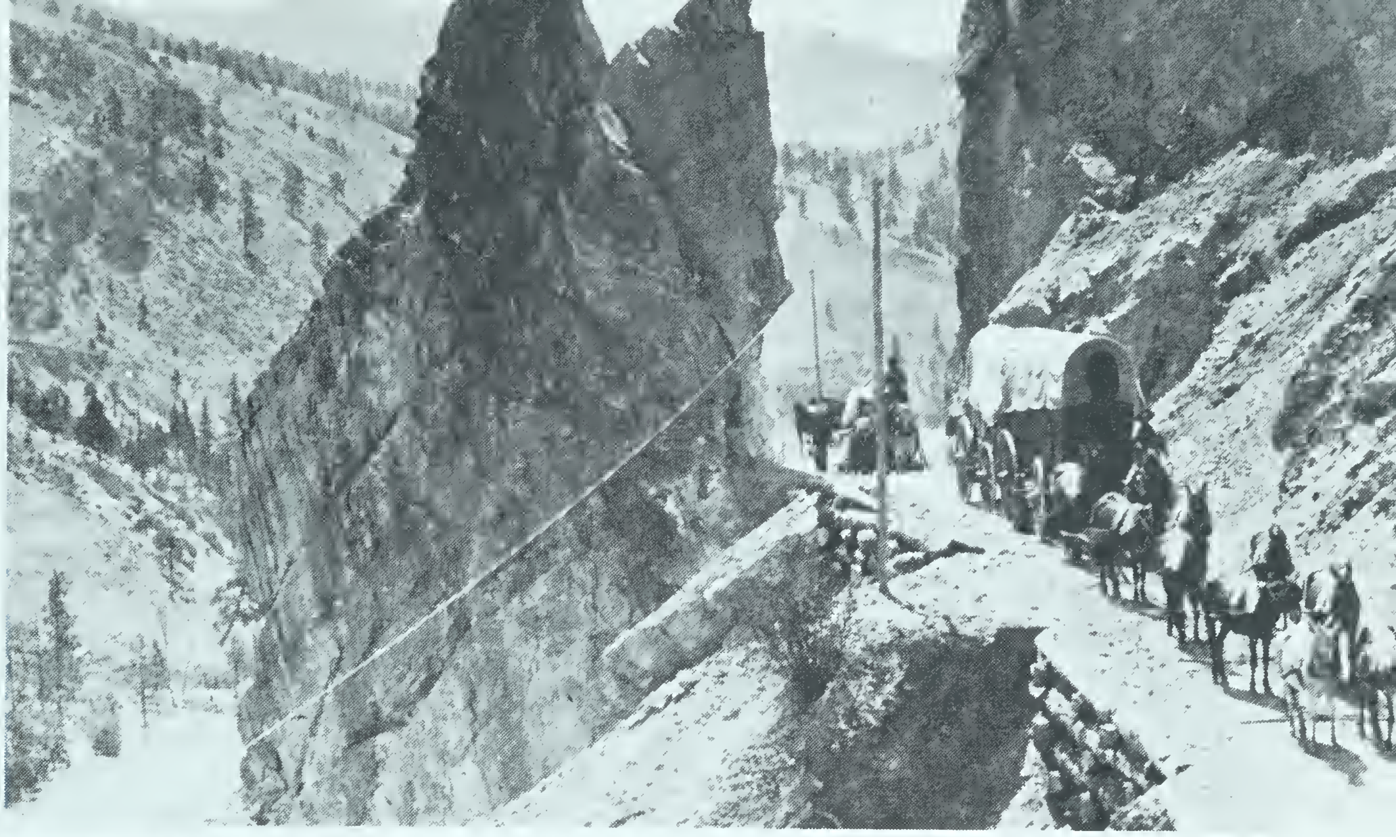


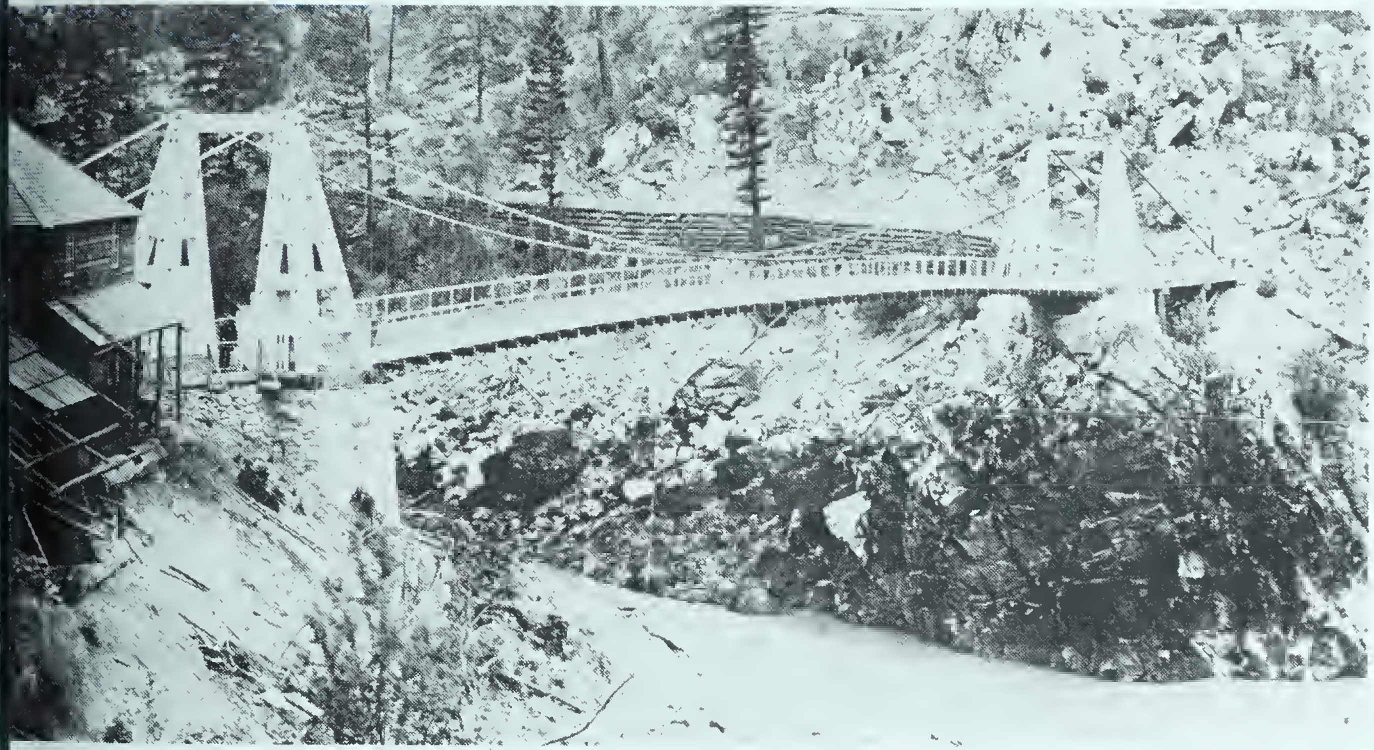
This part of the Cariboo Road was blasted from the side of the mountain. Wooden bridges had to be built in some places.



A group of miners washing gold from the gravel on the Ne'er Do Well Claim. This was called panning for gold.

part of the
oo Road was
l The Great
. Wagons took
ies to the men
hing for gold.





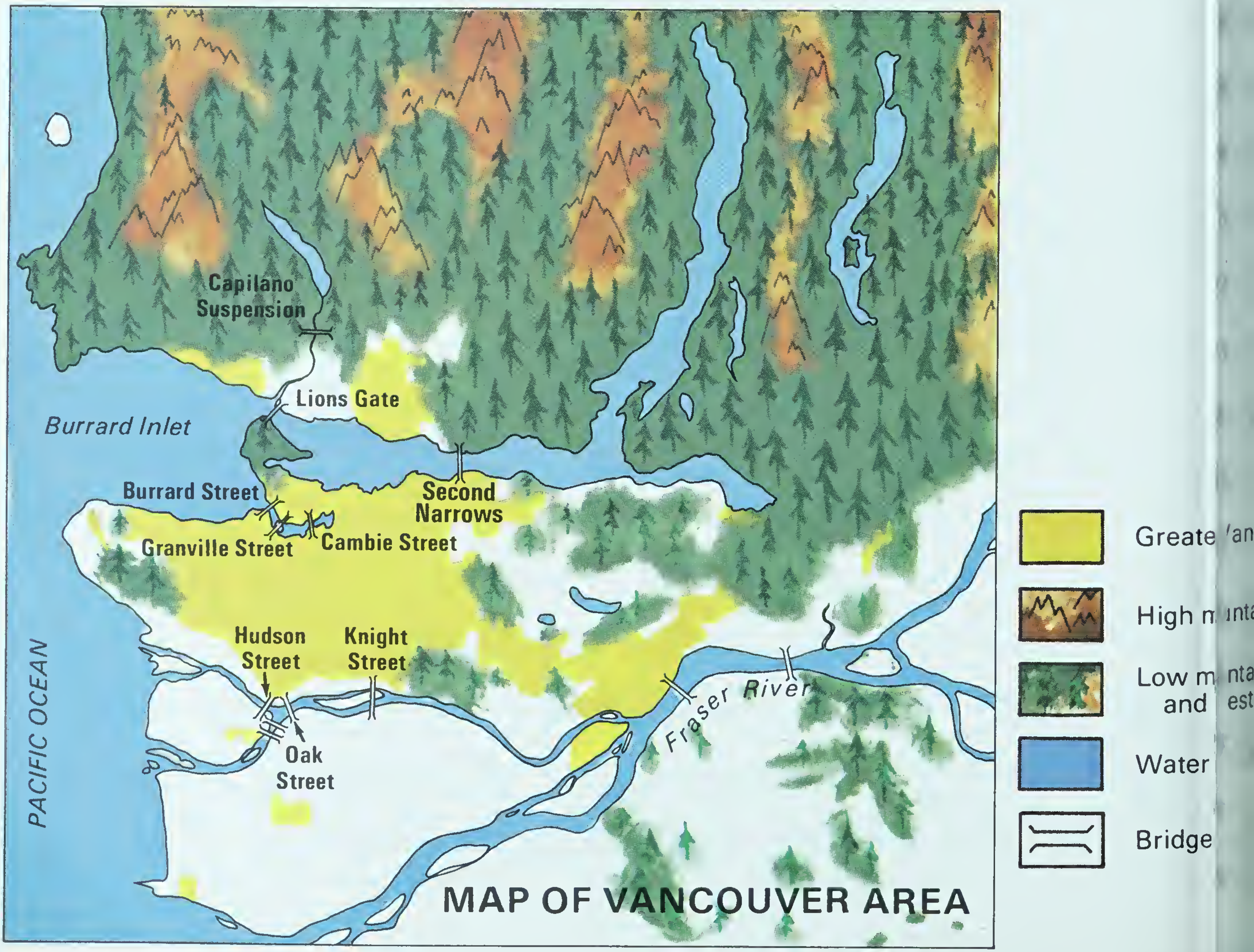
a photograph of the Alexandra suspension
one of the most famous parts of the Cariboo
Road. The bridge was 90 metres long.

Pretend you are a gold miner travelling along the Cariboo Wagon Road to the goldfields. Use only your face and your body to tell your story. Do not use your voice. This is called a pantomime.

Use your imagination to make other pantomimes about searching for gold. Show them to the class. See if they can guess what you are doing.

Mountains and canyons make it difficult to build roads and railroads. Routes must sometimes be blasted out of the sides of mountains. Bridges must be built across some canyons. Tunnels must be made through some mountains.

Several bridges have been built in the city of Vancouver. Here is the Lions Gate Bridge. Find other bridges on the map below. Name the bridges you find.


MAP OF VANCOUVER AREA
Capilano Suspension
Lions Gate
Burrard Inlet
Burrard Street
Second Narrows
Granville Street
Cambie Street
Hudson Street
Knight Street
Oak Street
Fraser River
PACIFIC OCEAN
Greate
High m unta
Low m nta
and est
Water
Bridge

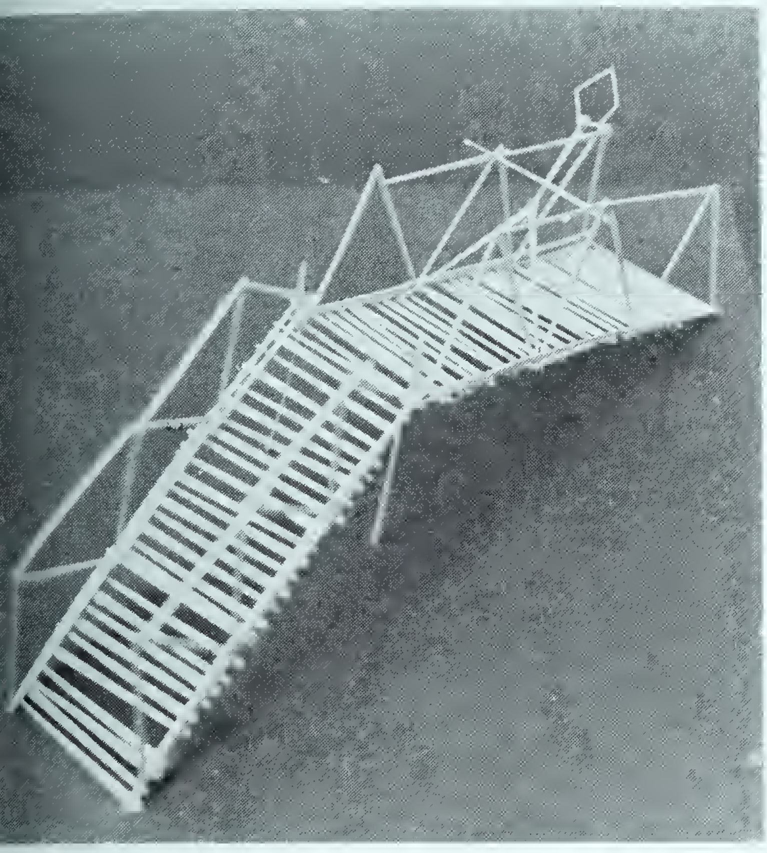
ans lived in the no Canyon hundreds of efore the coming of the ders. The wild animals e salmon were their eetings were held here her Indian groups.

80 years ago, George McKay, August Jack ilano, and Willie ilano built the first across the canyon. It de of rope and wood, vas called the Capilano sion Bridge. A team of dragged the heavy rope he canyon and up the de. Many sightseers see this bridge and alked across it. The wayed as they walked.

05 a new bridge was was made of heavy d the ends of the wire stened in large blocks of e. This bridge, like the e, is used only by ers.

These two photographs show the Capilano Suspension Bridge today.

1. Find a bridge in each of the pictures. Tell what the bridge is used for.
2. Are there any bridges where you live? What are they used for?
3. Play a bridge relay. Divide your class into five teams. Choose a team leader. Line up in teams behind each leader. Each person make a bridge with your body. Start the relay. Have each team leader go under all the bridges of his team. Then the person behind him. And so on. As soon as your team leader is at the front of your team again, sit down. Which team sat down first? You won the bridge relay.
4. Build your own bridge.



The Grouse Mountain Skyride

Here is another way to travel in the mountains. You might use it to get to the ski areas in winter. Or you might take the ride to have a view of Vancouver. From here you can also see the trees, the sea, and the mountains that surround the city.

“Name the City” Contes

1. Read each word or phrase in this list. Tell if it is about trees, the sea, or mountains. Some are about all three of these.

    Kicking Horse Pass
    Stanley Park
    S.S. Beaver
    natural wonders
    Prospect Point
    Eighth Wonder of the World

steep canyon walls
large gill net
saw mill
Captain Vancouver
Fraser River
snow
gold rush
bridges
cannery
sailboats
totem poles
Skyride
Cariboo Wagon Road
ship calendar
city
Red Cedar
beauty
harbour

Make a chart. Print these headings at the top:

TREES SEA MOUNTAINS

Under the headings print the words in the list. Add other words that tell about Vancouver or the area around it.

2. Give Vancouver a new name. Have a contest. Each person think of a name that includes trees, sea, or mountains in its meaning. Write the name on a piece of paper. Put it in a box for the "Name the City" Contest. Take a vote to find out the most popular name for Vancouver.
3. Think of the important things in your community. Have a contest to give your community a new name. Put your ideas in a box. Take a vote to find out the most popular new name for your community. Do you like it as well as its old name? Why?

social and
environmental
studies

McGraw
Ryerson

77

CANADA CLOSE-UP

BOULANGER
Pain Français
Croissants
Pâtisseries
Pain de Seigle
Pain de Ble
Tartes
Gâteaux
Beignes
LS

je suis canadien

CANADA CLOSE-UP

CANADA CLOSE-UP ITEMS

Three Student's Booklets:

- Coast to Coast, ISBN 0-07-077594-X
- Je suis canadien, ISBN 0-07-077595-8
- People of the Plains, ISBN 0-07-077596-6

Audio-Visual Kit, ISBN 0-07-077597-4

Teacher's Resource Book, ISBN 0-07-077598-2

je suis canadien

SOCIAL AND ENVIRONMENTAL STUDIES PRO

social and
environmental
studies

A Canadian Elementary 1-6
Social Studies Program

The World of Me

Beaver Hill: The Brambles
Beaver Hill: Spookane Estate
Beaver Hill: Travels with Mr. Tremors

Canada Close-Up: Coast to Coast
Canada Close-Up: Je suis canadien
Canada Close-Up: People of the Plains

The World of People: The Global Village

The World of People: The Eastern Hemisphere

The World of People: The Western Hemisphere

GENERAL EDITOR

Benjamin Vass
Coordinator of Geography
Board of Education for the Borough of North York
Ontario

CONSULTANTS

Donna Hopper Nathanson
Victoria Village Public School
Toronto, Ontario

Carole Riddolls
Formerly Primary Consultant
Board of Education for
The Borough of North York, Ontario

Frances McLeod
Formerly Primary Consultant
Ontario County Board of Education
Oshawa, Ontario

Hazel Fletcher
Master, Methods and Social Stud
Toronto Teachers' College
Toronto, Ontario

Diva Frosell Anderson
Rockford Public School
Toronto, Ontario

Liisa North
Assistant Professor
Department of Political Science
York University, Ontario

Juan Maiguashca
Associate Professor
Department of History
York University, Ontario

SERIES EDITOR

Susan Kiil

CANADA CLOSE-UP

Authors

Donna Hopper Nathanson
Victoria Village Public School
Toronto, Ontario

Peter Nowell
Glen Park Public School
Toronto, Ontario

Penny Campbell
Cliffwood Public School
Toronto, Ontario

Artists

Gateway to the World: Pirjo Selistemagi
Je suis canadien: Ruth Bagshaw
The Tree Monsters: Vlasta van Kampen

je suis canadien

METRIC EDITION

McGRAW-HILL RYERSON LIMITED
Toronto Montreal New York London
Sydney Johannesburg Mexico Panama
Düsseldorf Kuala Lumpur New Delhi São Paulo

PHOTOGRAPH ACKNOWLEDGEMENTS

Gateway to the World, p. 7: Federated Pecan Growers of the U.S., pp. 11, 14, 18-22, p. 23 top: Susan Kiil, p. 13: Canadian National, p. 16: Chocolate Manufacturers Association of the U.S.A., p. 23: Laura Secord Candy Shops.

Je suis canadien, p. 27 top, pp. 34-38: Doug Ashton, p. 27 foot, pp. 28-29: Tourist Branch, Government of Québec, pp. 44-5: Susan Kiil.

The Tree Monsters, pp. 58-65: Bowaters Newfoundland Limited, p. 68: Ontario Dept. of Lands and Forests, p. 69: Susan Kiil.

CANADA CLOSE-UP: JE SUIS CANADIEN

Social and Environmental Studies Program

Copyright ©McGraw-Hill Ryerson Limited, 1975. All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form, or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of McGraw-Hill Ryerson Limited.

ISBN 0-07-077595-8

2 3 4 5 6 7 8 9 (SM-75) 4 3 2 1 0 9 8 7 6 5

Printed and bound in Canada

CONTENTS OF STUDENT'S BOOKLETS

Coast to Coast
Detectives at Work: Halifax
What Is a City?: Toronto
Living with Nature: Vancouver

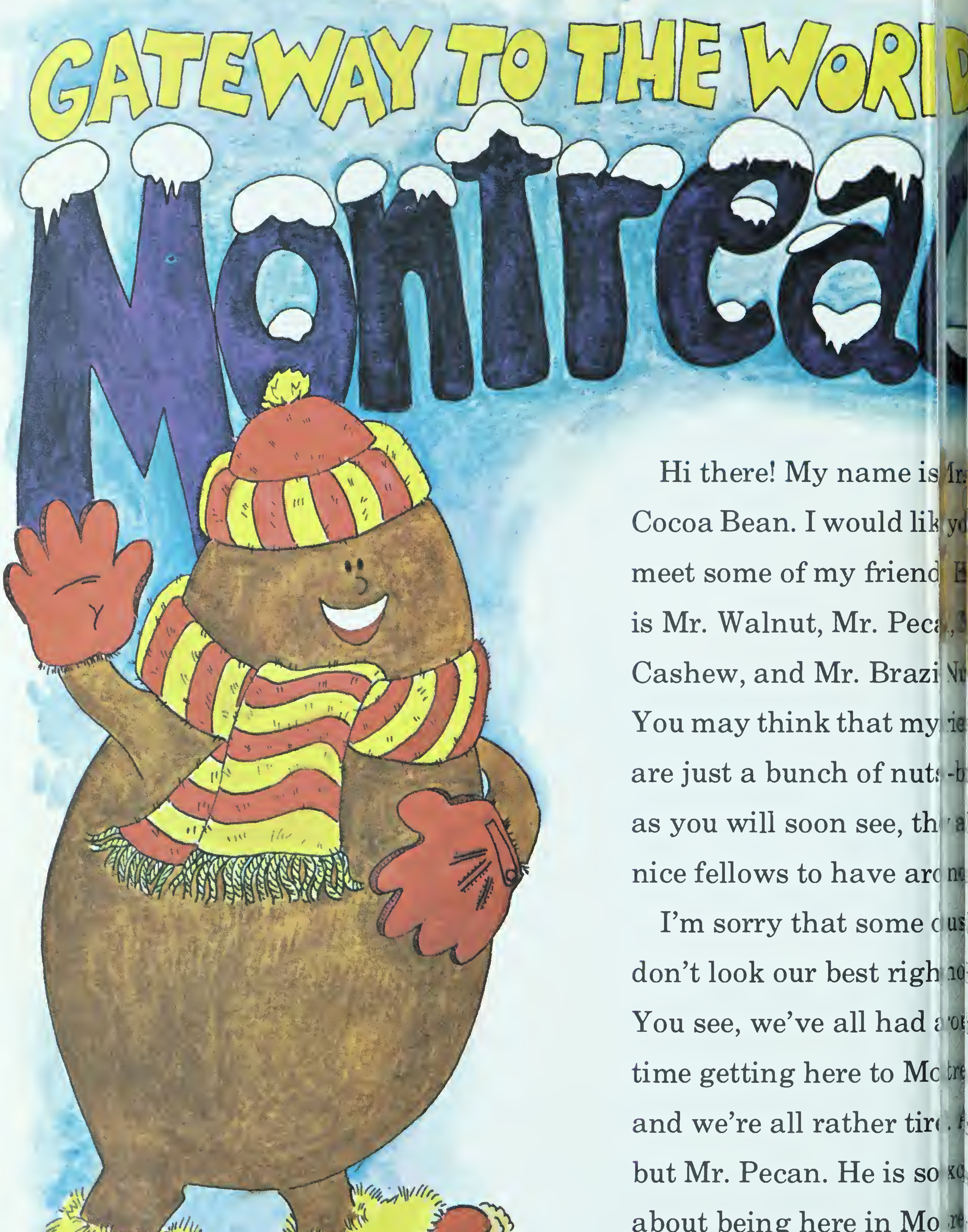
Je suis canadien
Gateway to the World: Montreal, *page 6*
Je suis canadien: Quebec City, *page 26*
The Tree Monsters: Corner Brook, *page 54*

People of the Plains
From Dinosaurs to Derricks: The Prairies
The End-of-the-Earth People: Colville Lake
City on the Grow: Calgary

Colville Lake
ancouver
Calgary
Regina
Quebec City
Montreal
Toronto
Corner Brook
Halifax

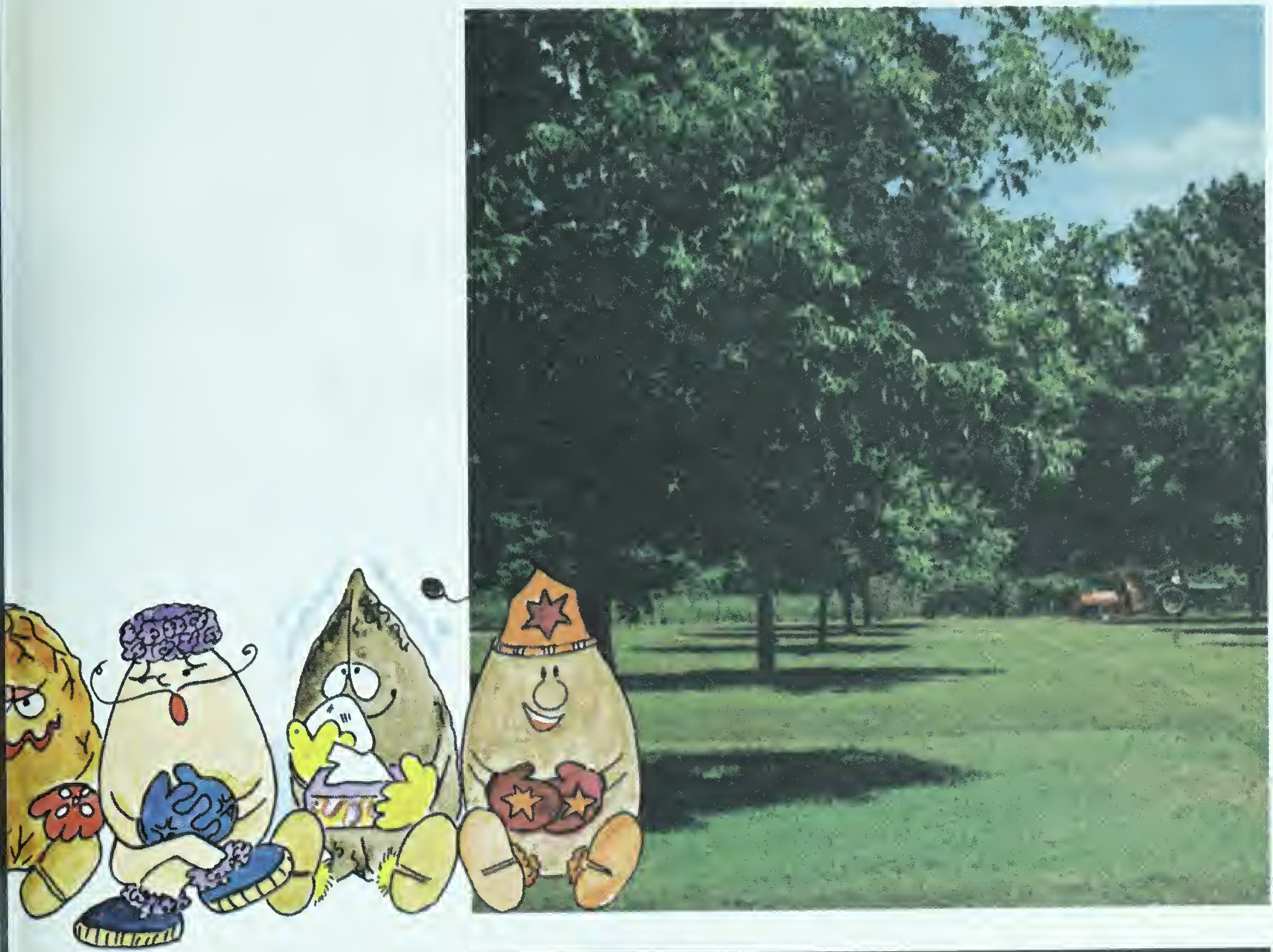
GATEWAY TO THE WORL

Montrea



Hi there! My name is Cocoa Bean. I would lik meet some of my friend is Mr. Walnut, Mr. Pec Cashew, and Mr. Brazi You may think that my are just a bunch of nut as you will soon see, th nice fellows to have ar

I'm sorry that some don't look our best righ You see, we've all had time getting here to Mo and we're all rather tir but Mr. Pecan. He is so about being here in Mo that he hasn't noticed tired he is. The world t you know!



a couple of weeks ago, an was living in his Texas. Then some ame to his tree to him and some of his He heard them say best nuts on his tree o on an exciting trip. r. Pecan, a perfect nut, sen to go. These people ot of money for Mr. nd his friends. They id their train fare to l.

Here's Mr. Pecan and his friends soaking up sunshine and energy. A perfect nut. He not only looks good but will taste great as well.

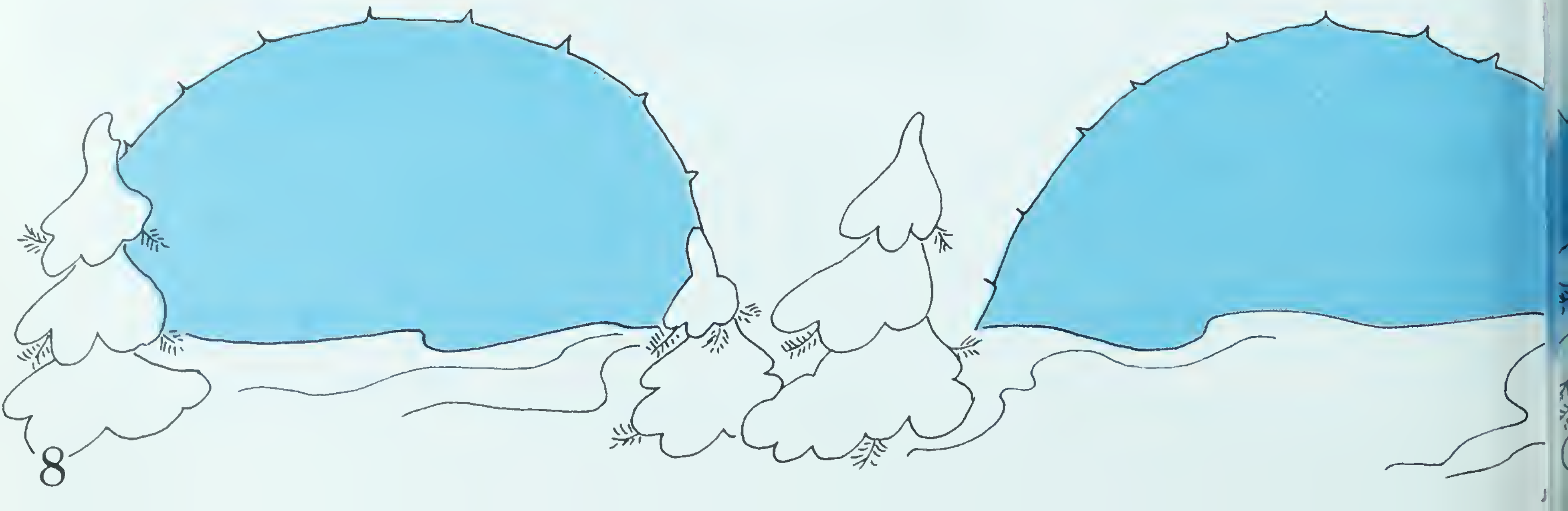
Learning About Trade Today

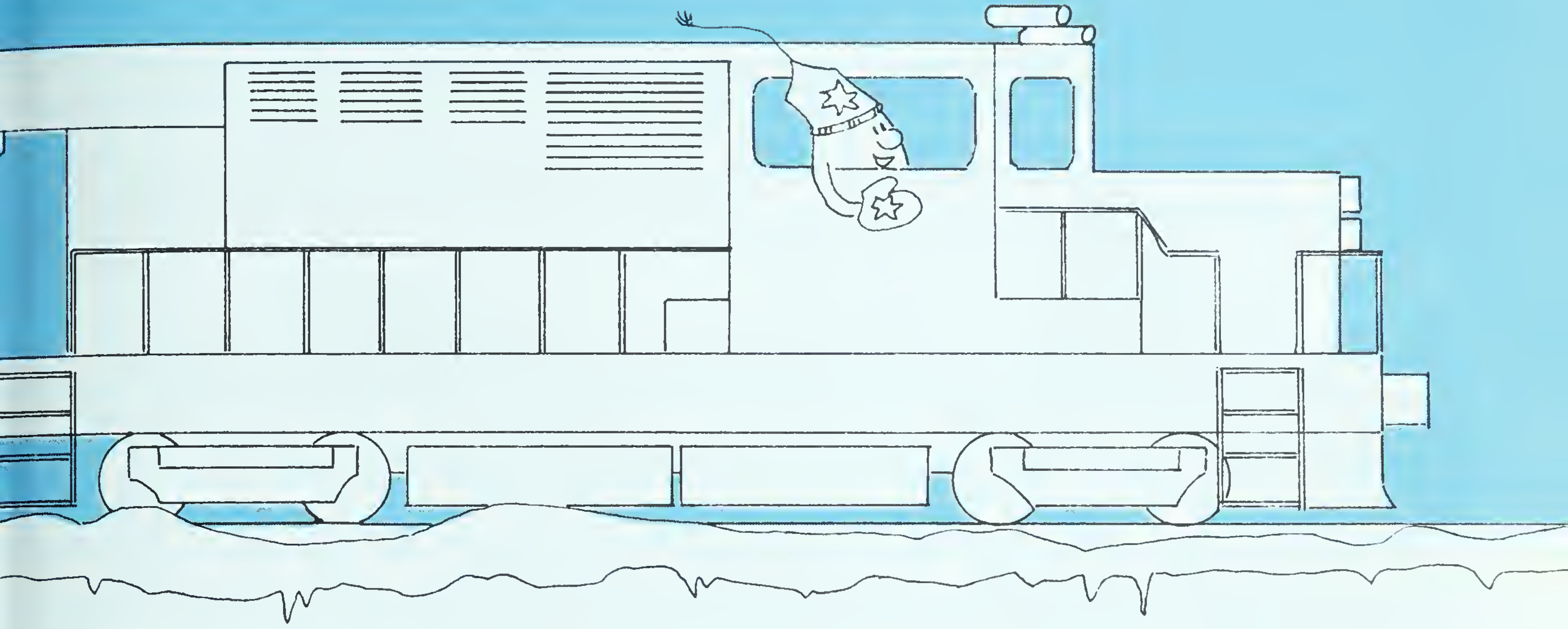
1. When you trade your money for something, you want to be sure you are getting "a good deal". How can you be sure that these things are fresh and good to eat?

   nuts
   bread
   lettuce
   potatoes
   bananas
   milk

   Ask your parents or someone at the grocery store for other clues.

2. Look at the coins and bills you use to buy things at the store. Make a chart to show the colour and size of each bill and coin. What is the picture on each coin or bill?

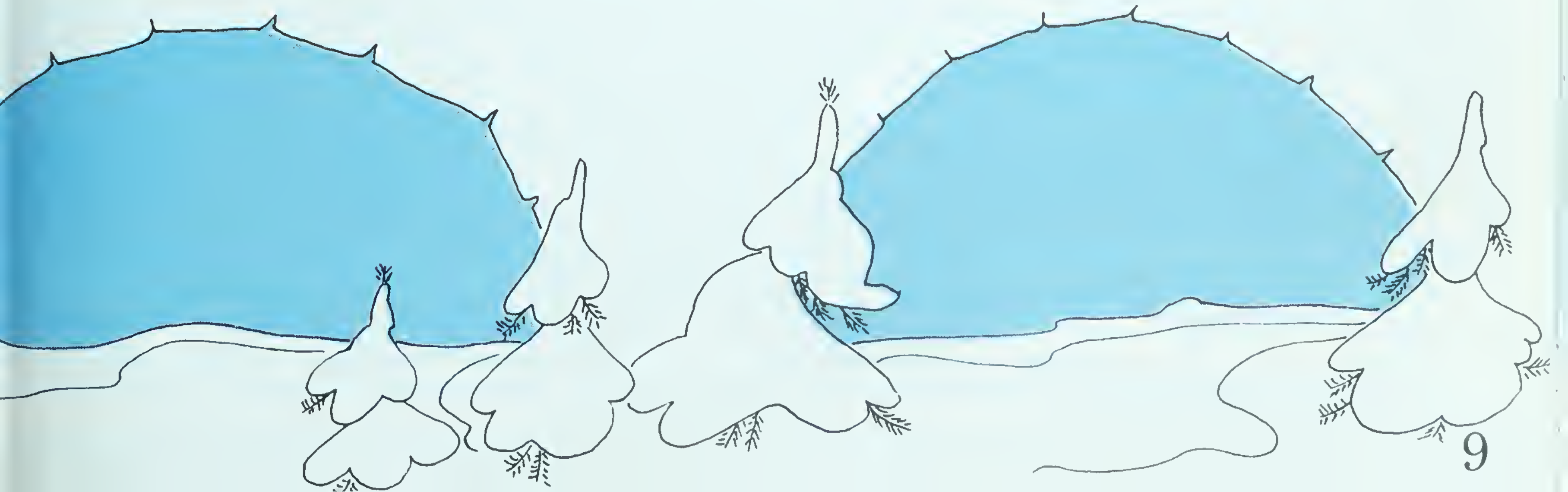




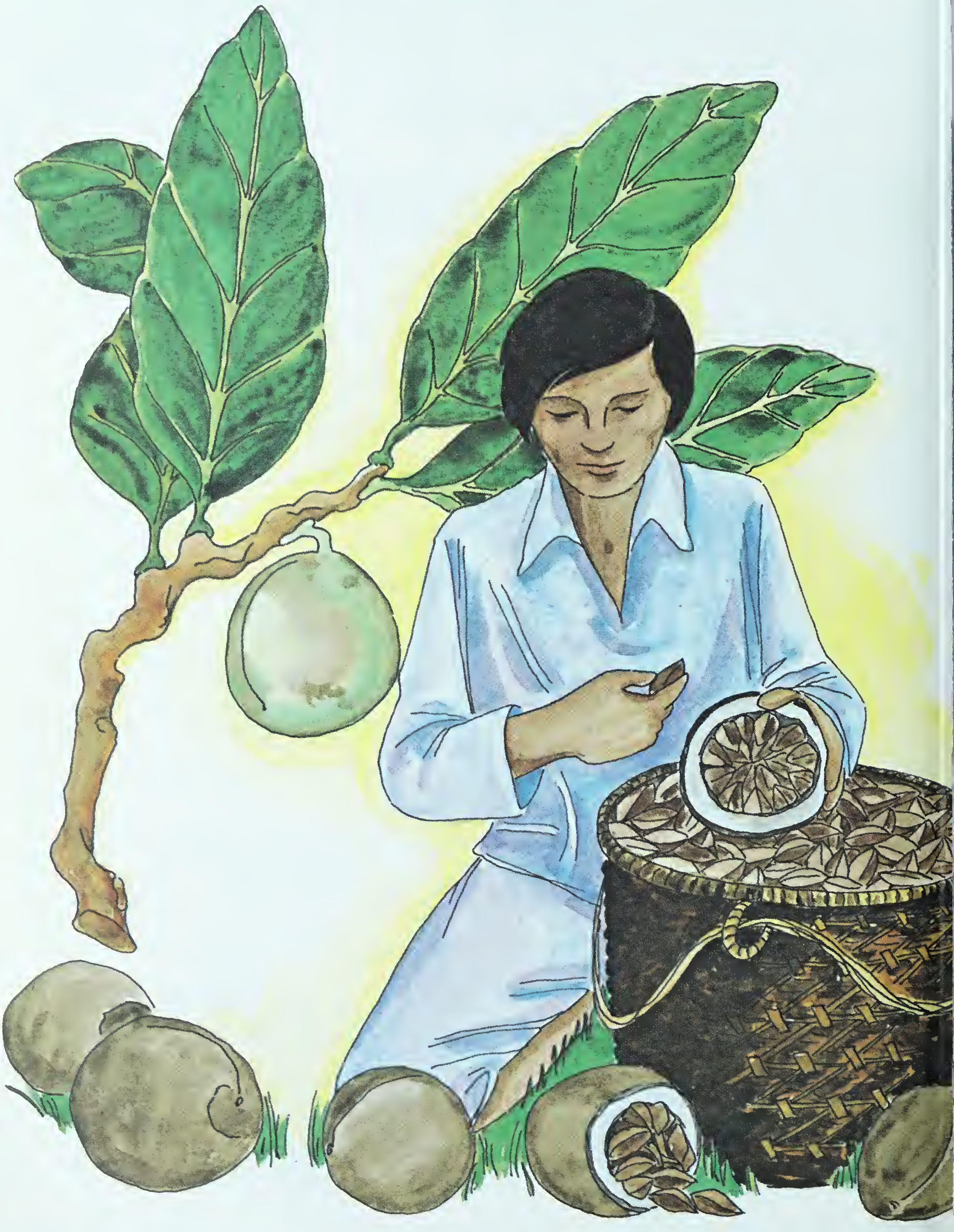
3. To make trading easier, there are many different types of stores. Would you go to a drugstore, a pet shop, a clothing store, a grocery store, or a general store to buy these things?

a dog collar
a pair of socks
carrots
a chocolate bar
soap
a belt
a T-shirt
a goldfish
nuts
cough syrup
pencils
rabbit food

Now visit one of these stores. See what other things you can buy there. Draw pictures of some of the things that you can buy.



Mr. Brazil Nut, however, is not feeling very well. He just cannot get used to the weather here in Montreal. In Brazil he lived in a pod with other nuts, high up in a



very large tree. There the sun could beam down on him and keep him warm all day long. After he was chopped down from his tree, his jacket was taken away. Winter in Montreal is too cold for him. Now he has this terrible cold. Does anyone have a cough drop for him?

Imagine Mr. Brazil Nut arriving at this time of the year!

Montreal Needs Other Places

1. The foods in the left column cannot grow near Montreal because they need special weather. Unscramble the words in the right column to discover where each plant grows best.

BANANA	WSTE ISEIDN
ORANGE	FRALDIO
GRAPES	CAINAFLOIR
COFFEE	BLAIZR
SUGAR	CAUB
PINEAPPLE	HIAIAW

Locate each place on a map. Find out what type of special weather one of these plants needs.

2. What fruits and vegetables grow well in or near your community? What must farmers do to make them grow well?

3. Visit your community grocery store. What types of fruit and vegetables come from places far away from your community?

Mr. Walnut and Mr. Cashew are also very tired because of their long trip. They have spent the last few weeks cooped up in the bottom of a large ship.

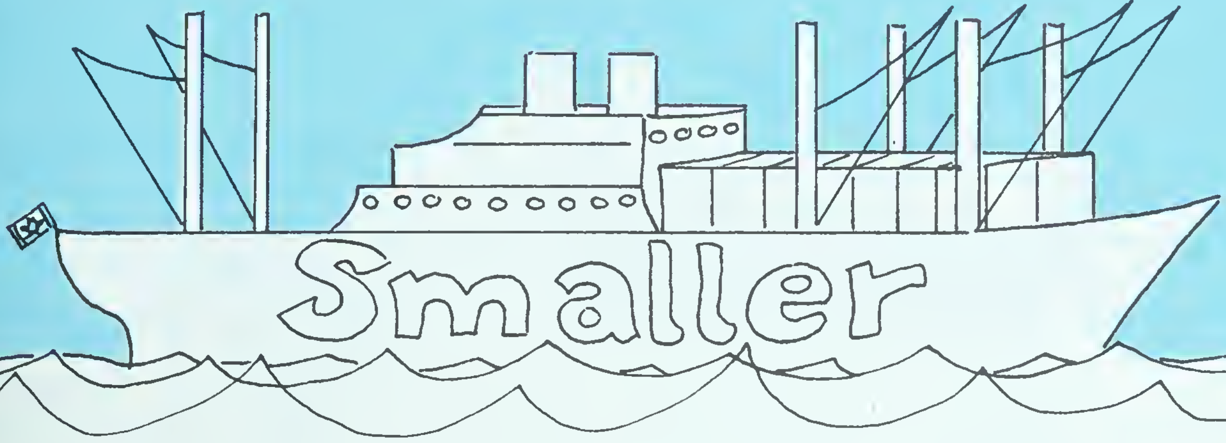
lnut and Mr. Cashew travelled on a big, beautiful freighter like this.

To make matters worse, Mr. Walnut and Mr. Cashew were trapped in large cartons with nothing to do until their ship got to Montreal. When they reached the dock, instead of having a chance to stretch, they were put into a truck. Then more cartons were piled on top of them.

There's the home Mr. Walnut and Mr. Cashew lived in. This is the first time they have had a good breath of fresh air in a long time.

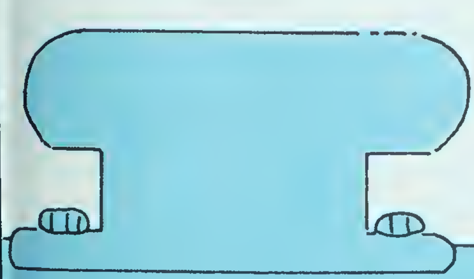
AIR CLEANED & VITA PACKED
AIR CLEANED & VITA PACK
TIN & CARTON MADE IN IN
25.680K(Gs
2.680K(Gs
PACKED BY
CASHEW CO
HANDLE WITH CARE
HANDLE WITH CARE
DIA

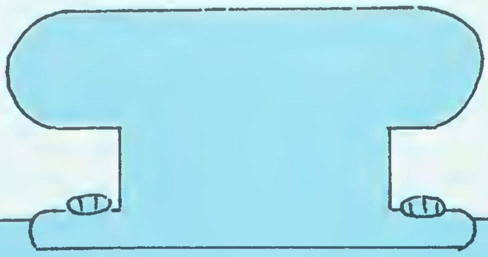
Making Our World Smaller



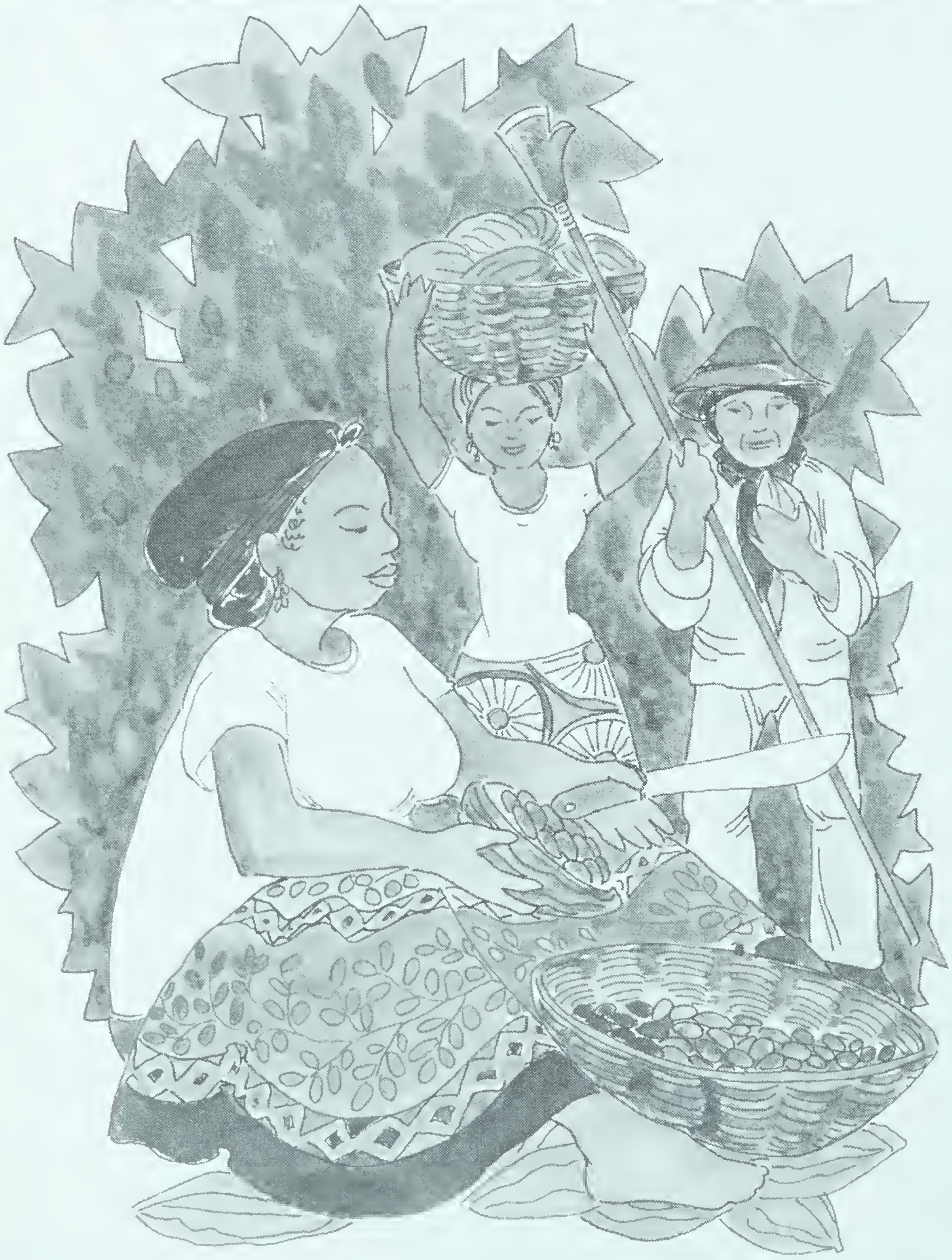
1. Draw pictures of what you would use to:
   a. travel to another part of your community,
   b. go to the next town,
   c. visit another part of your country,
   d. travel to another country.

2. Choose one kind of transportation. Discover
   a. what it looked like long ago,
   b. how fast it travels today,
   c. the cost of using it,
   d. how many people and things it can carry.





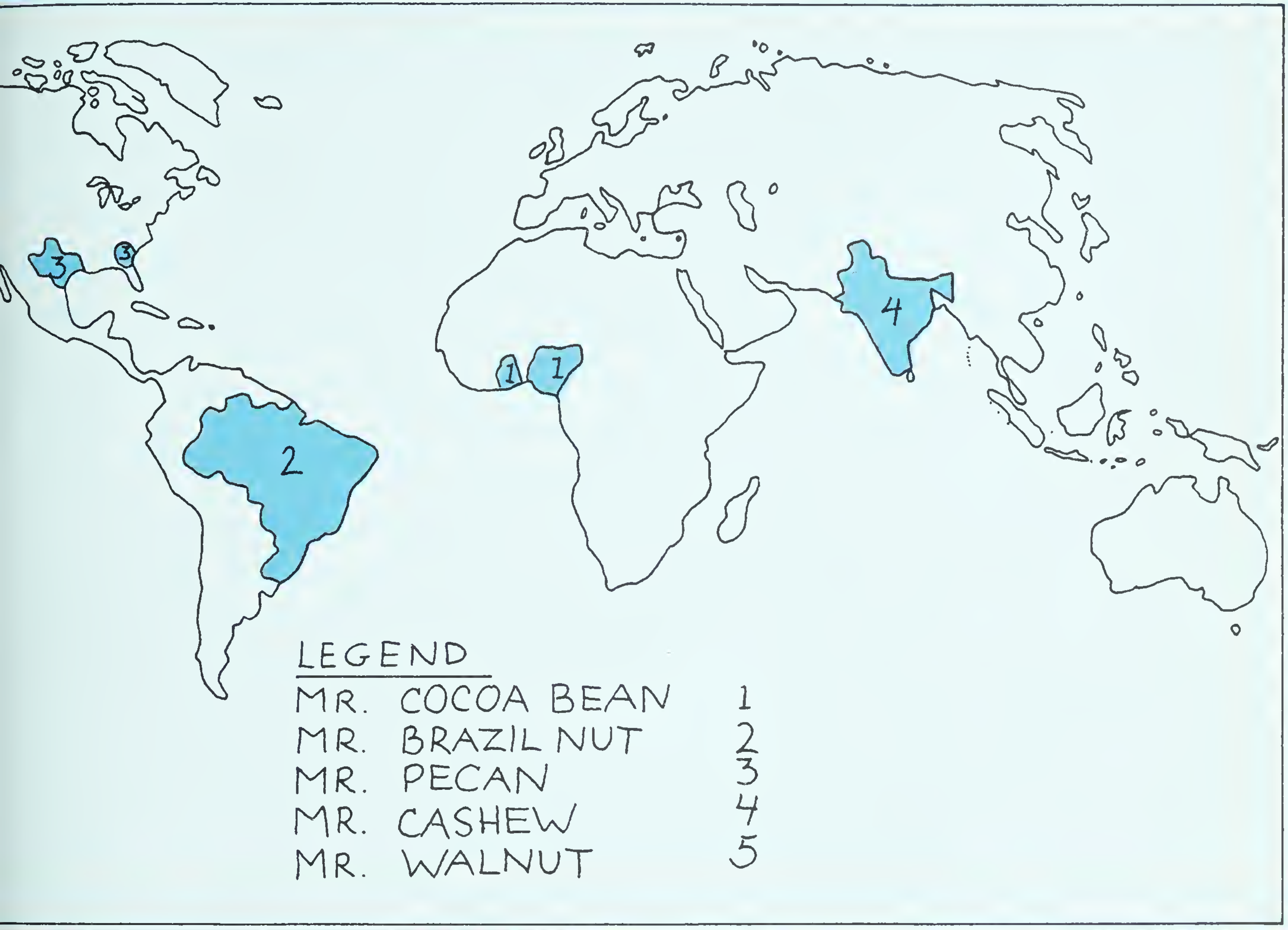
That's me in Ghana. M pod is the one at the bott n of the branch.



When those long cutters chopped me down, they didn't damage my tree.

As for me, I've been homesick. Life in the la f weeks was not like it wa b home in Ghana. There ea had the good life. Every od took good care of me. Pe pl were always working ha d make sure my tree was h al and strong. I always go h right amount of sunshi a the right amount of sha . one was allowed to clim on any part of my tree beca se they might harm it. Her I in Montreal. Mr. Pecan as made me feel better alre ly What a nut he is!

Aboard for Montreal


1
1
2
3
3
4
LEGEND
MR. COCOA BEAN 1
MR. BRAZIL NUT 2
MR. PECAN 3
MR. CASHEW 4
MR. WALNUT 5

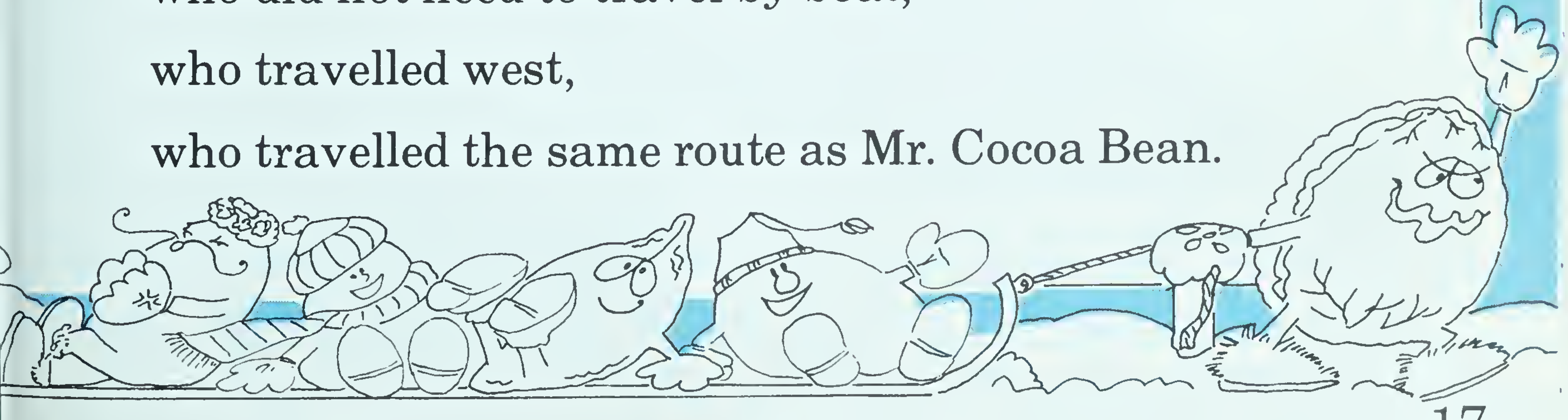
Use this map to help you find the places where Mr. Cocoa Bean and his friends once lived. Decide which routes they took from their home to Montreal. Tell

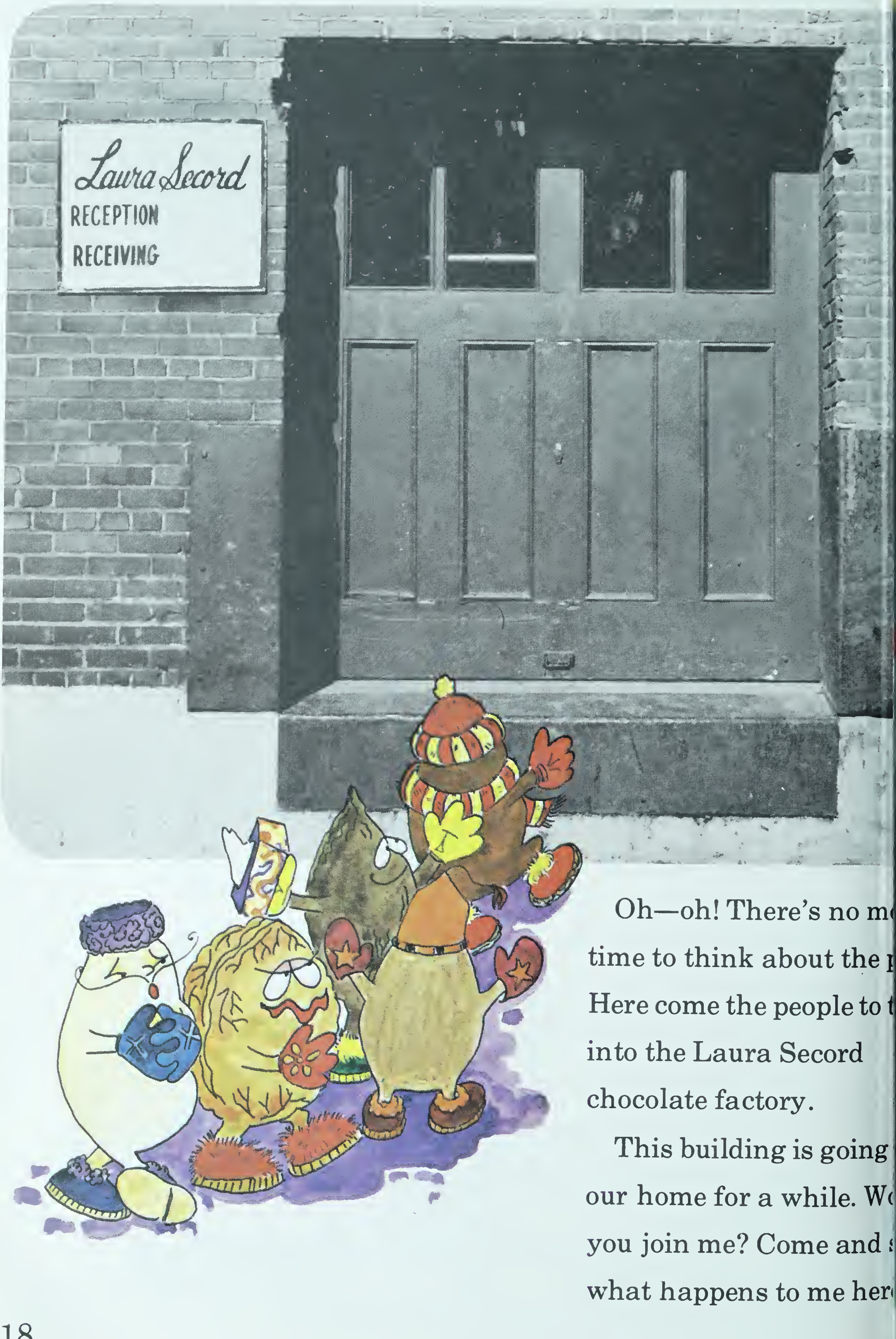
who came the farthest,

who did not need to travel by boat,

who travelled west,

who travelled the same route as Mr. Cocoa Bean.

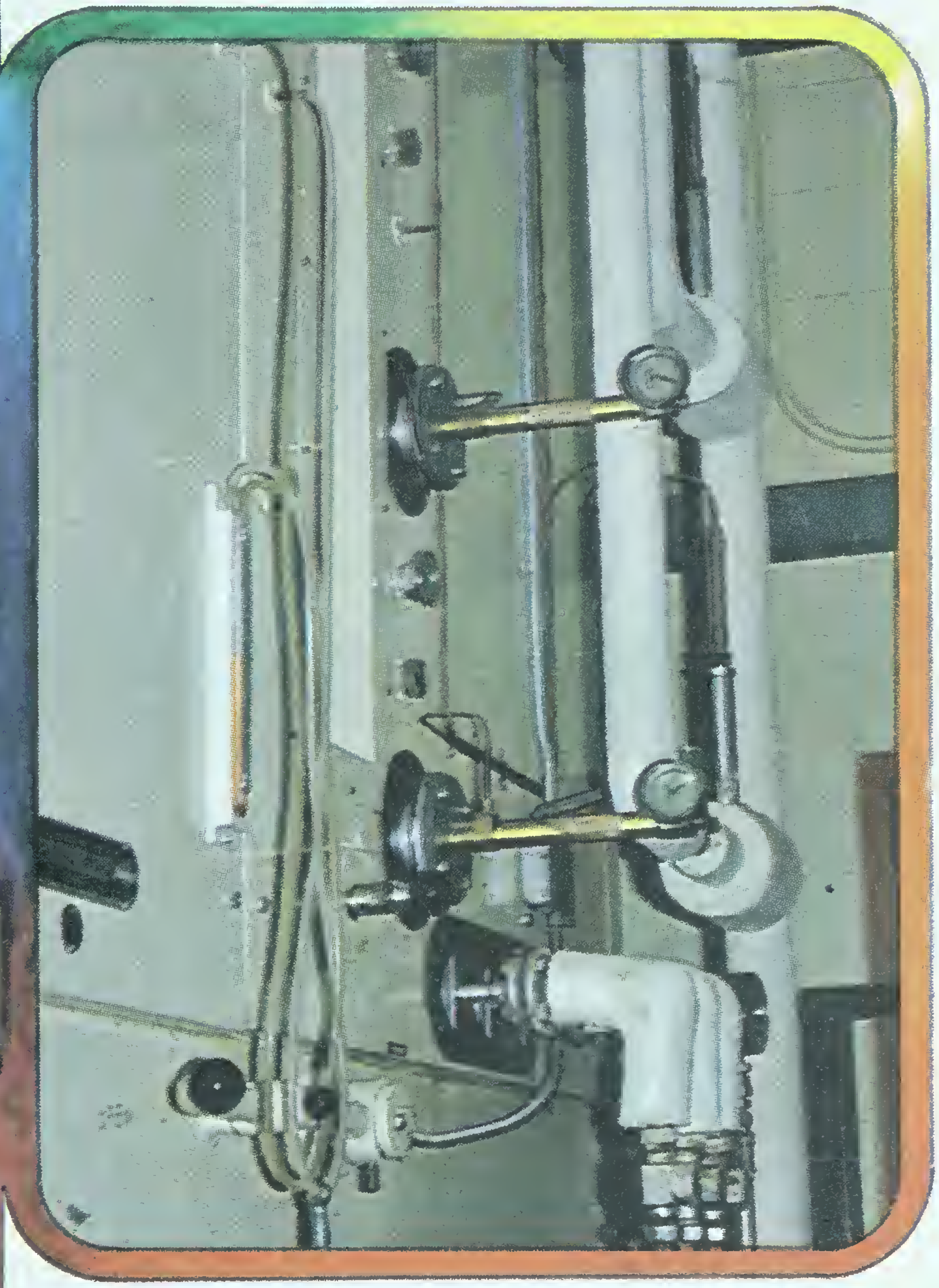



Laura Secord
RECEPTION
RECEIVING

Oh—oh! There's no m
time to think about the
Here come the people to
into the Laura Secord
chocolate factory.

This building is going
our home for a while. W
you join me? Come and
what happens to me her

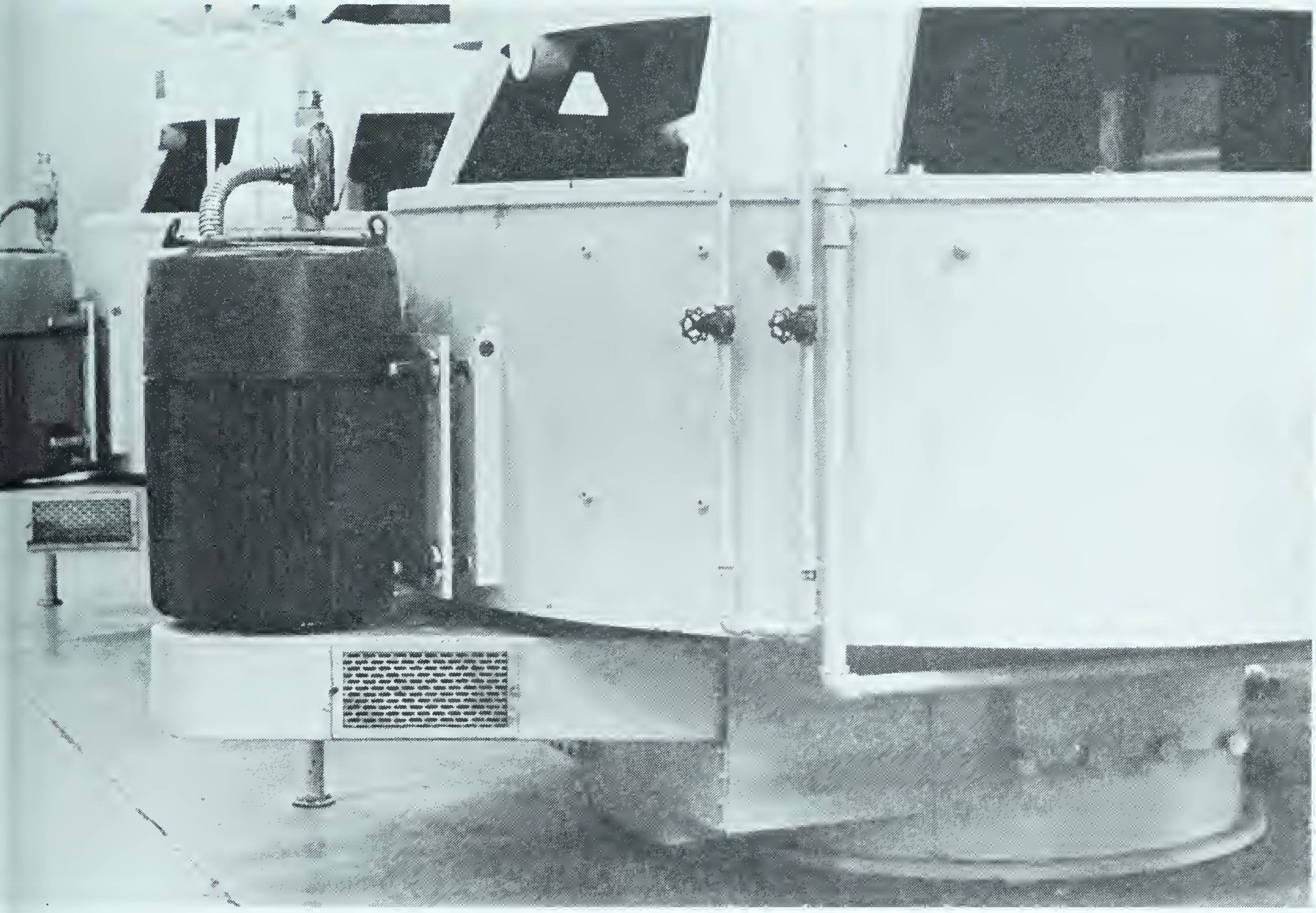
Oops! Here I go. What a way to get cleaned.



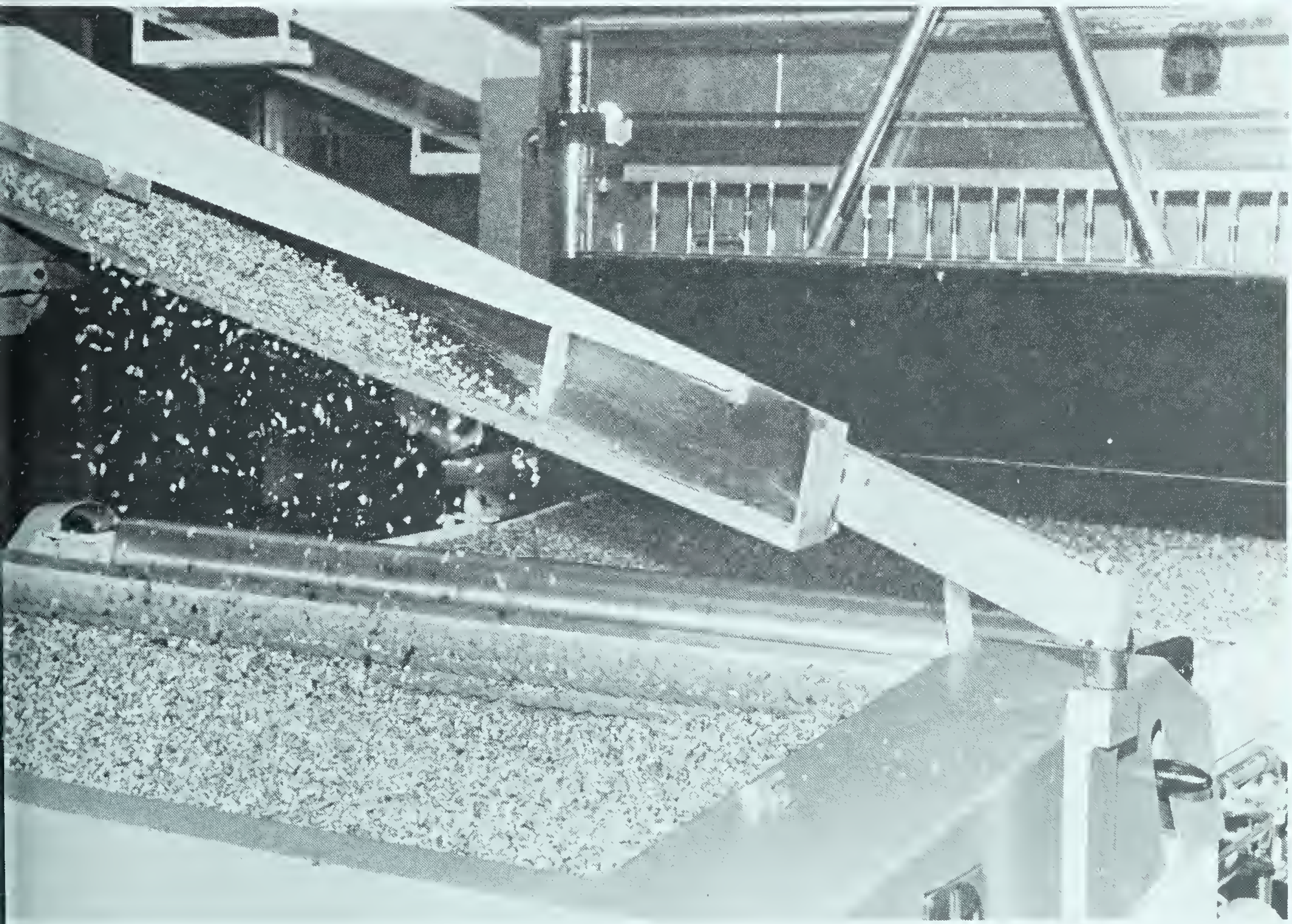
This is my first stop. Is it ever roasting in here! It is 140°C. I'm glad they are taking my jacket off.

This machine is squeezing me so hard I'm turning into a liquid.

Yummy! Here come suga
butter, milk powder. Be c
mister. Make sure I get ju
right amount of them.



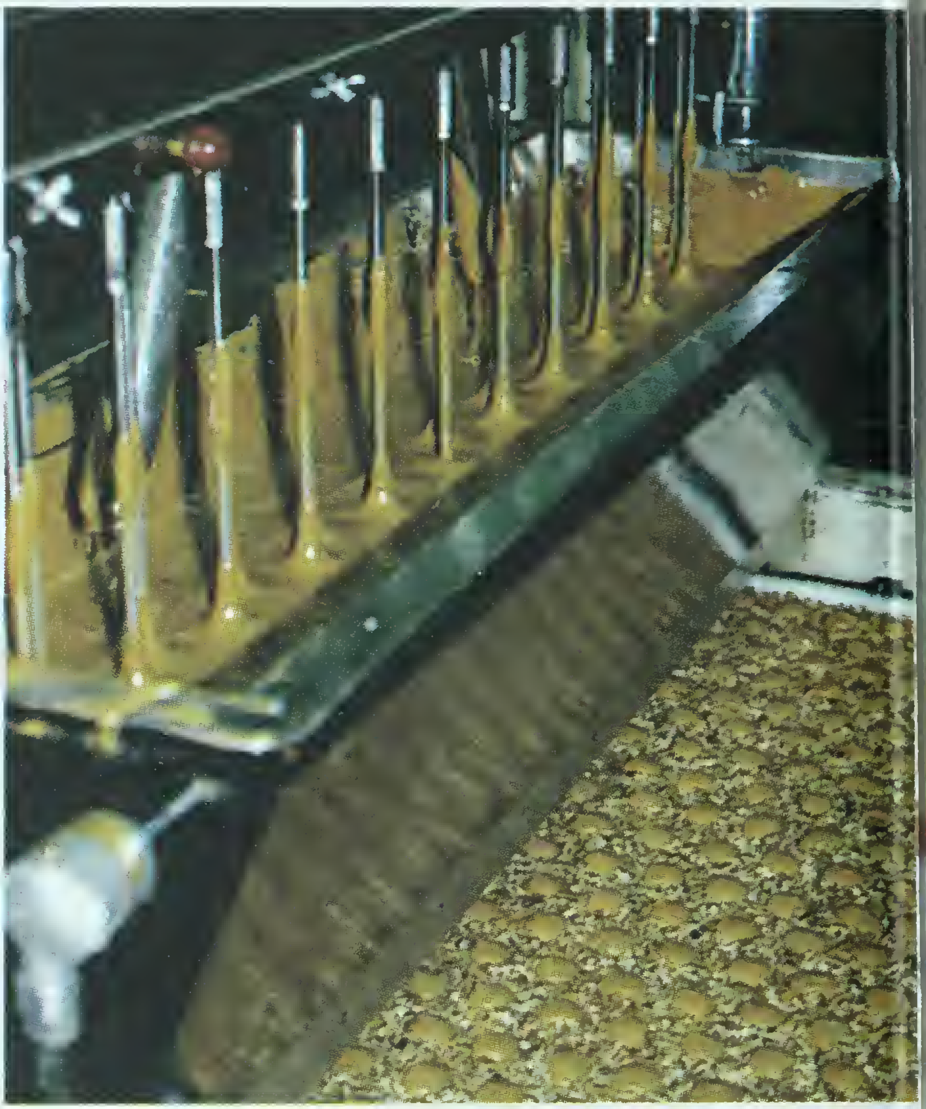
ey will mix us up for a whole day until there are no lumps in us.



Hey! There's Mr. Pecan. He looks so different.

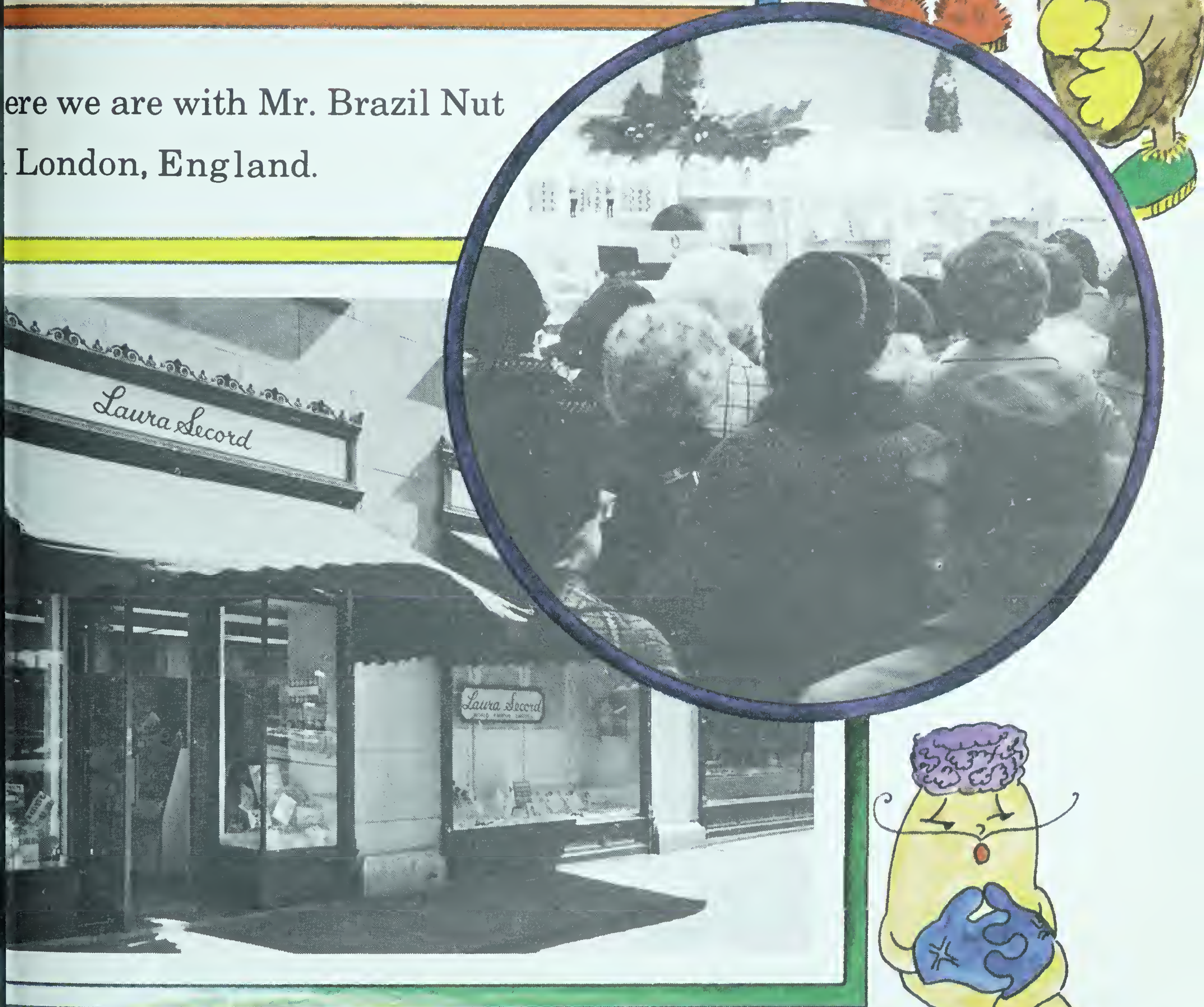
Get set for your coat of caramel, Mr. Pecan. I'll be with you in a minute.

Ah. We're together again.



Looks as if we'll be
travelling again.
I wonder who will
buy us.

ere we are with Mr. Brazil Nut
London, England.


Laura Secord
Laura Secord

Mr. Walnut and Mr. Cashew in Vancouver. It really
be world travellers, don't you think, Mr. Pecan?

Montreal Help the World

1. Here are a few of the products that Montreal sends to other countries.

Product	Destination
chocolates	England, Germany
hockey sticks	United States, Sweden
frozen vegetables	Japan
flour	Cuba, China
wool sweaters	France
Christmas trees	Venezuela

Use a globe to find each country in the chart. On an outline map of the world, show where Montreal sends these products. Choose a colour for each product. Colour the country on your map the colour of your product. For example, if you use green for chocolates, you will colour England green. Don't forget to explain your colours in a legend for the map.

2. Visit a store in your community to discover what things you can buy that were made in Montreal.
3. Make a list of ten other products that you often use. Find out what country sends each one to your community.

Your Community Helps the World

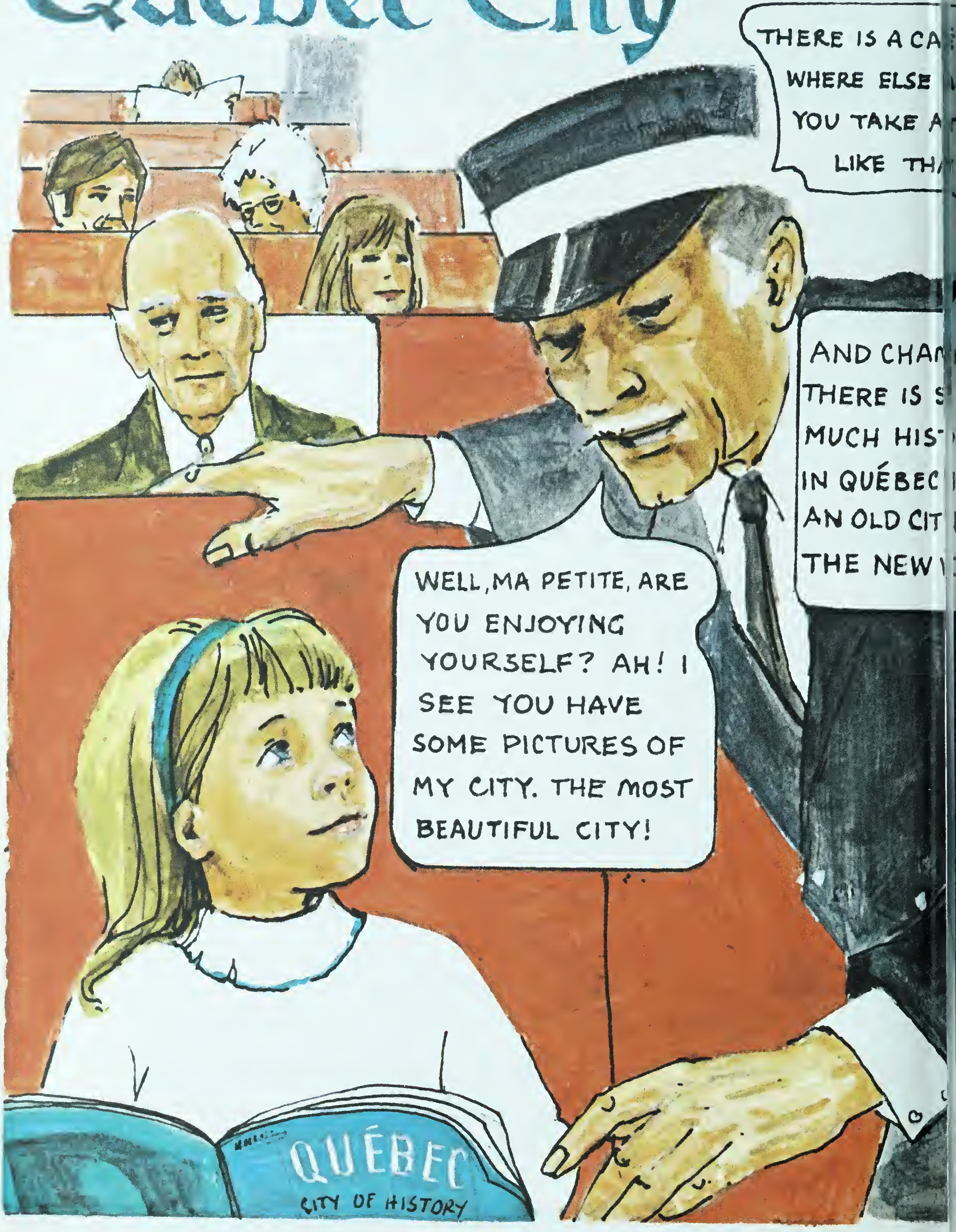
1. Are there any factories in or near your community? What products do they make? Locate each factory on a map of your community. Do any of them make products that are sent to other parts of the world? Do any of them use materials that come from other parts of the world?

2. Mr. Cocoa Bean went into the Laura Secord factory as a cocoa bean and came out in a delicious box of chocolates. Visit an interesting factory in or near your community. Find out:
   a. what materials are used to make the product,
   b. where the materials came from,
   c. how the materials change while they are in the factory,
   d. what product is made there,
   e. where and how the product is sent.

   Use the above steps to make a mural. On the mural show how the product changes and goes to other communities.

Je suis canadien

Québec City


THERE IS A CA
WHERE ELSE
YOU TAKE A
LIKE TH
AND CHAN
THERE IS S
MUCH HIS
IN QUÉBEC
AN OLD CIT
THE NEW
WELL, MA PETITE, ARE YOU ENJOYING YOURSELF? AH! I SEE YOU HAVE SOME PICTURES OF MY CITY. THE MOST BEAUTIFUL CITY!
QUÉBEC
CITY OF HISTORY

An exciting way to tour Quebec City is by horse and buggy.

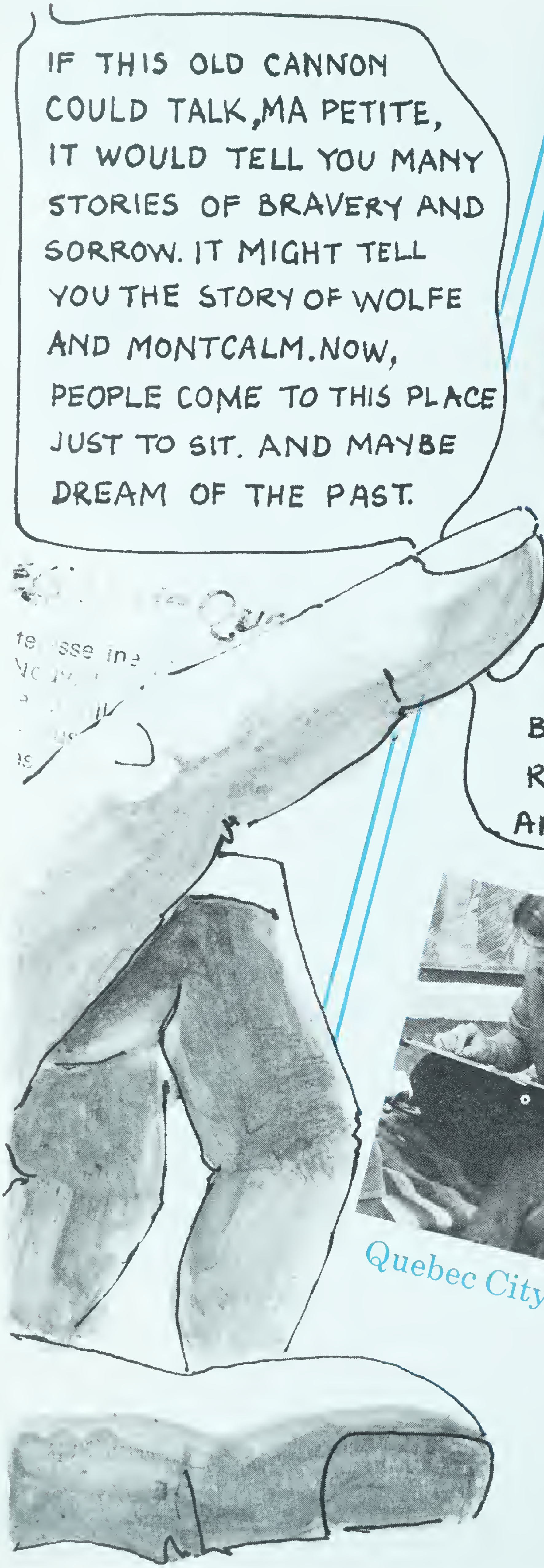
In 1608 Samuel de Champlain started a settlement where Quebec City is now.

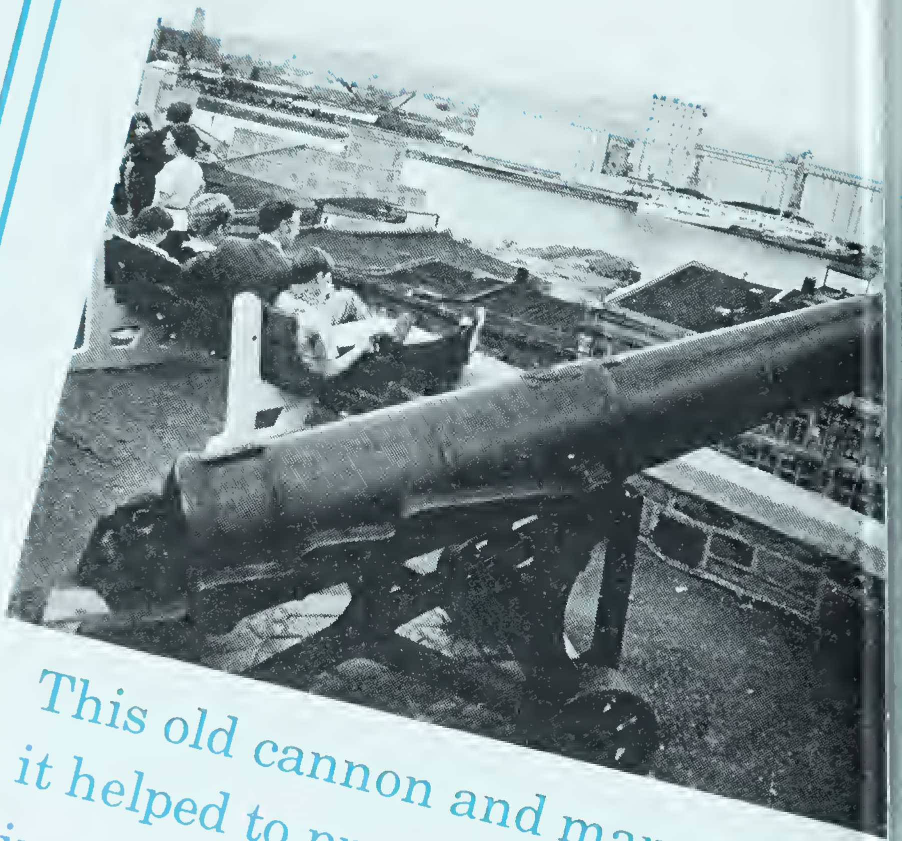
Québec C[illegible]y

Québe[illegible] City, t[illegible] [illegible]ittoresque
fortre[illegible] coloni[illegible] [illegible]y[illegible], i[illegible] ov
the w[illegible]n[illegible] [illegible]sp[illegible] its [illegible]d a [illegible] a
[illegible]o[illegible]s for all skie[illegible] [illegible] o
Qu[illegible]bec, its an[illegible] [illegible] al
a[illegible]d qu[illegible]nt a[illegible] [illegible]a st
City ar[illegible] Old [illegible] [illegible]rm q
the [illegible] vi[illegible] [illegible]s [illegible]asures
revelry are [illegible]es[illegible] [illegible]smopoli
ar[illegible]d [illegible]or t[illegible]pic[illegible] of French

O[illegible]tstan[illegible]ing [illegible]e t[illegible]es
no t[illegible] of the [illegible] [illegible]in a
drive [illegible]is, [illegible]m [illegible]ed w
t[illegible] [illegible]eason [illegible]h [illegible] ec
site of the Firs[illegible] [illegible] dia
Ca[illegible]adian olym[illegible] [illegible] ne
[illegible] st

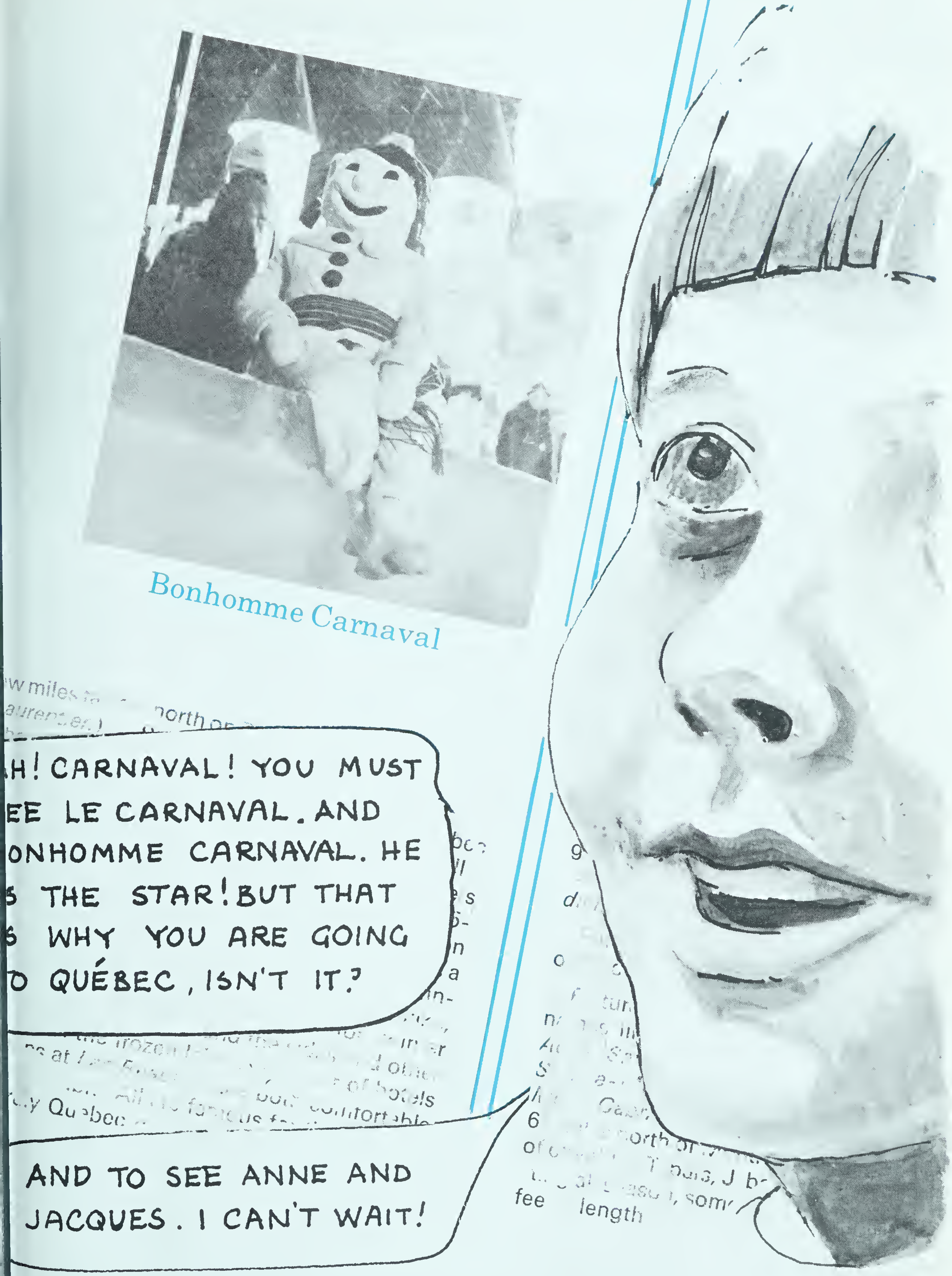
Among [illegible]e [illegible] [illegible]ain
this are [illegible] M[illegible] [illegible]ren
th[illegible] cit[illegible] [illegible]é. T
A[illegible]e-[illegible]e-Bea[illegible] [illegible] ae
the only gor[illegible] [illegible] se
The 7[illegible] ou[illegible] [illegible] se
and s[illegible] [illegible]seer[illegible] ,7
14 m[illegible] [illegible]s[illegible] pe
of do[illegible] [illegible]ur[illegible] d
also d[illegible] [illegible]l[illegible]c[illegible] ai
Mont Sainte-An


IF THIS OLD CANNON COULD TALK, MA PETITE, IT WOULD TELL YOU MANY STORIES OF BRAVERY AND SORROW. IT MIGHT TELL YOU THE STORY OF WOLFE AND MONTCALM. NOW, PEOPLE COME TO THIS PLACE JUST TO SIT. AND MAYBE DREAM OF THE PAST.
YOU SEE, THE CITY IS SO BEAUTIFUL EVERYONE WANTS TO REMEMBER IT. THERE ARE SO MAN ARTISTS, SO MANY PHOTOGRAPHERS.



This old cannon and many more li it helped to protect Quebec City fro invaders.

Quebec City attracts many artists.

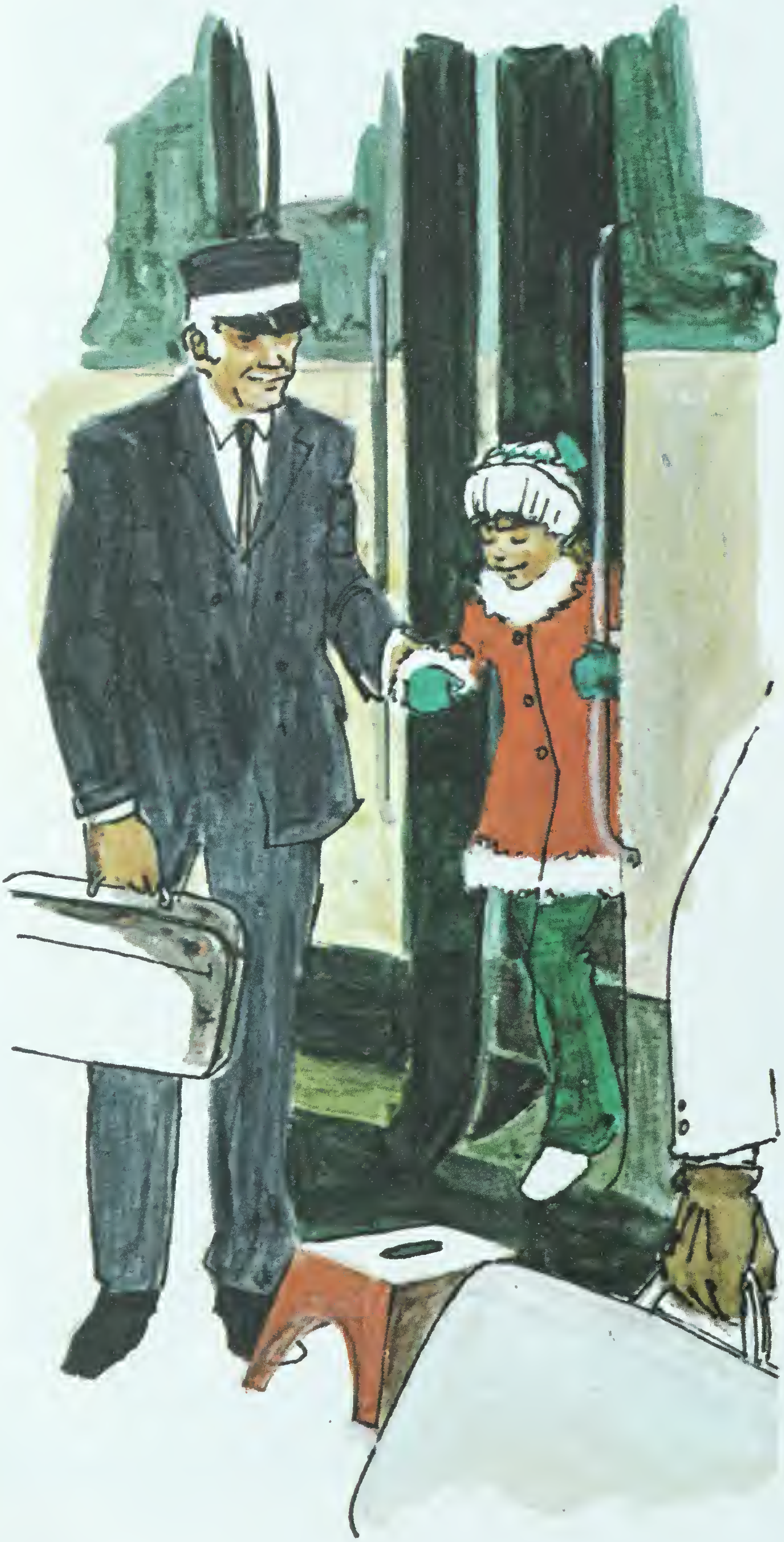


Bonhomme Carnaval

H! CARNAVAL! YOU MUST
EE LE CARNAVAL. AND
ONHOMME CARNAVAL. HE
S THE STAR! BUT THAT
S WHY YOU ARE GOING
O QUÉBEC, ISN'T IT?

AND TO SEE ANNE AND
JACQUES. I CAN'T WAIT!

At last they arrived. The conductor helped her down the train steps. She was so excited. It was hard for her to keep from pushing the people in front.



“*Bonne chance, ma p*
he whispered to her. Jo
smiled. Then she hurrie
toward the waiting roo

Joanne waved happil
she saw Anne and Jacq
She ran to them and ga
both a big hug.

“Jacques!” she exclai
“When will we be there

“Whoa!” laughed Jac
“Let's get a taxi first. T
we'll get there faster.”

Joanne danced with
excitement. She tugged
Jacques' arm as they le
waiting room.

“What is it like? Is the
of noise? Can we eat the
Will there be other child
May I spend some of my
money?” asked Joanne
without stopping for eve
breath.

nt de questions!" said Jacques to Anne.

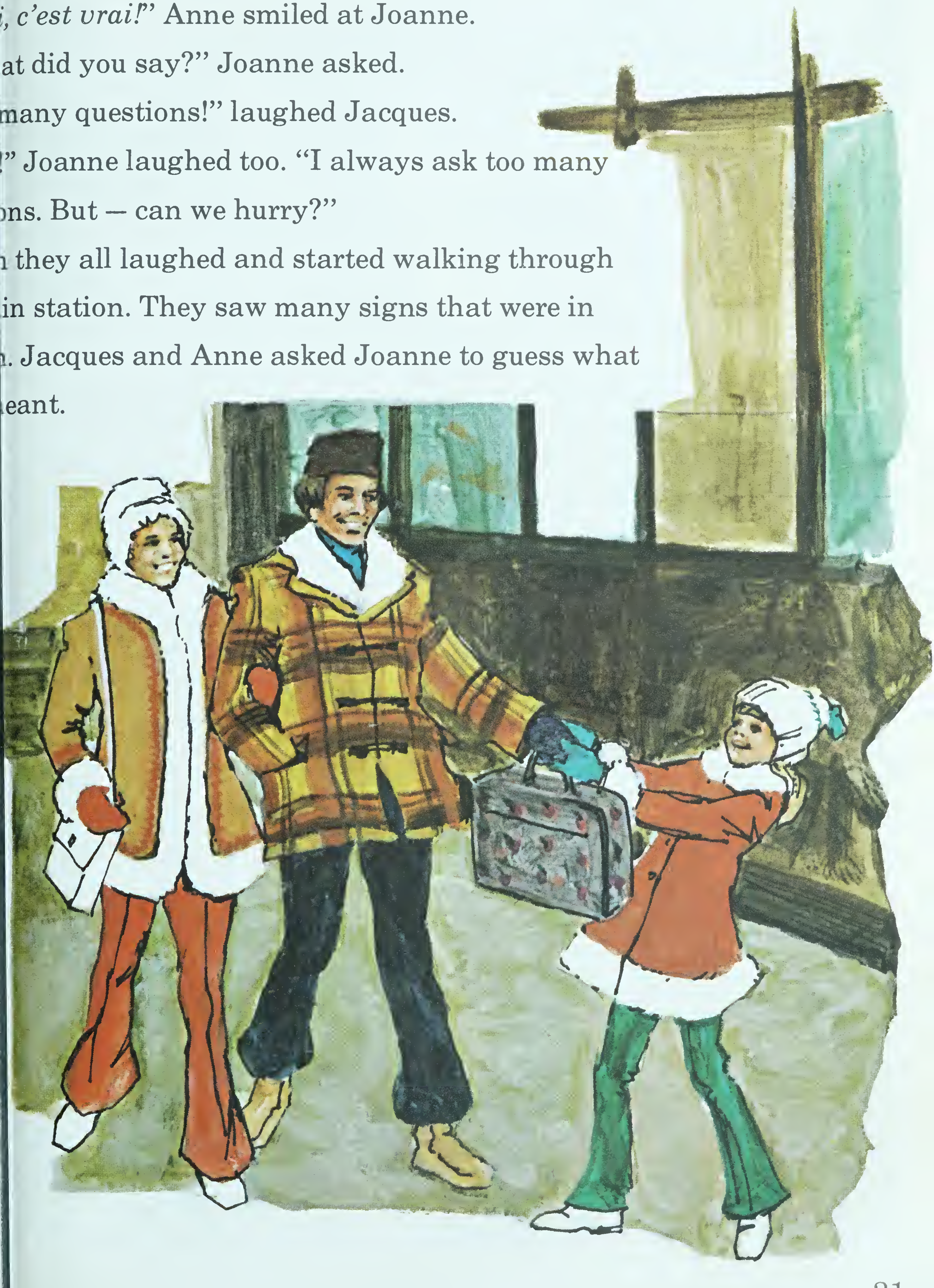
i, c'est vrai!" Anne smiled at Joanne.

at did you say?" Joanne asked.

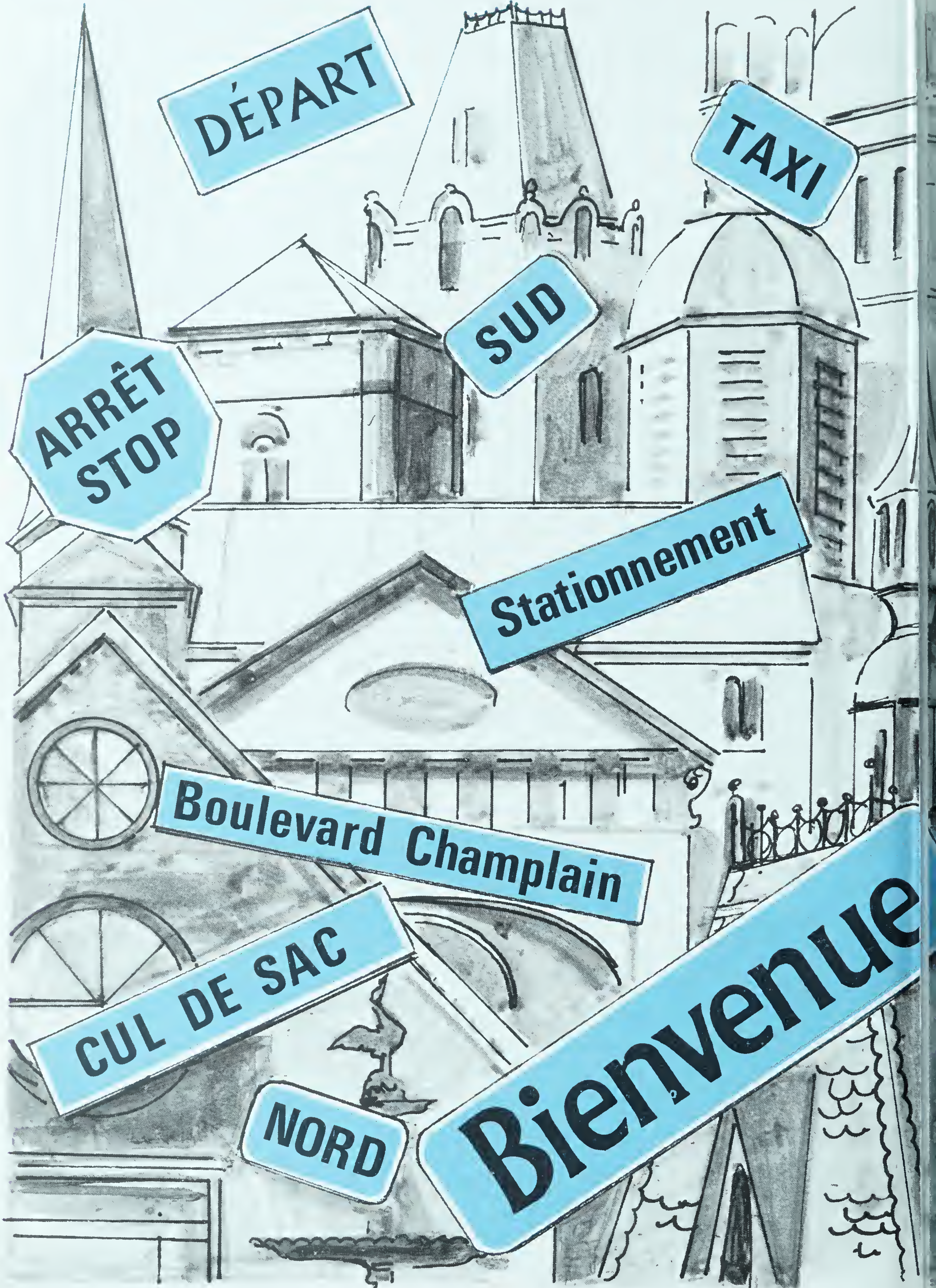
many questions!" laughed Jacques.

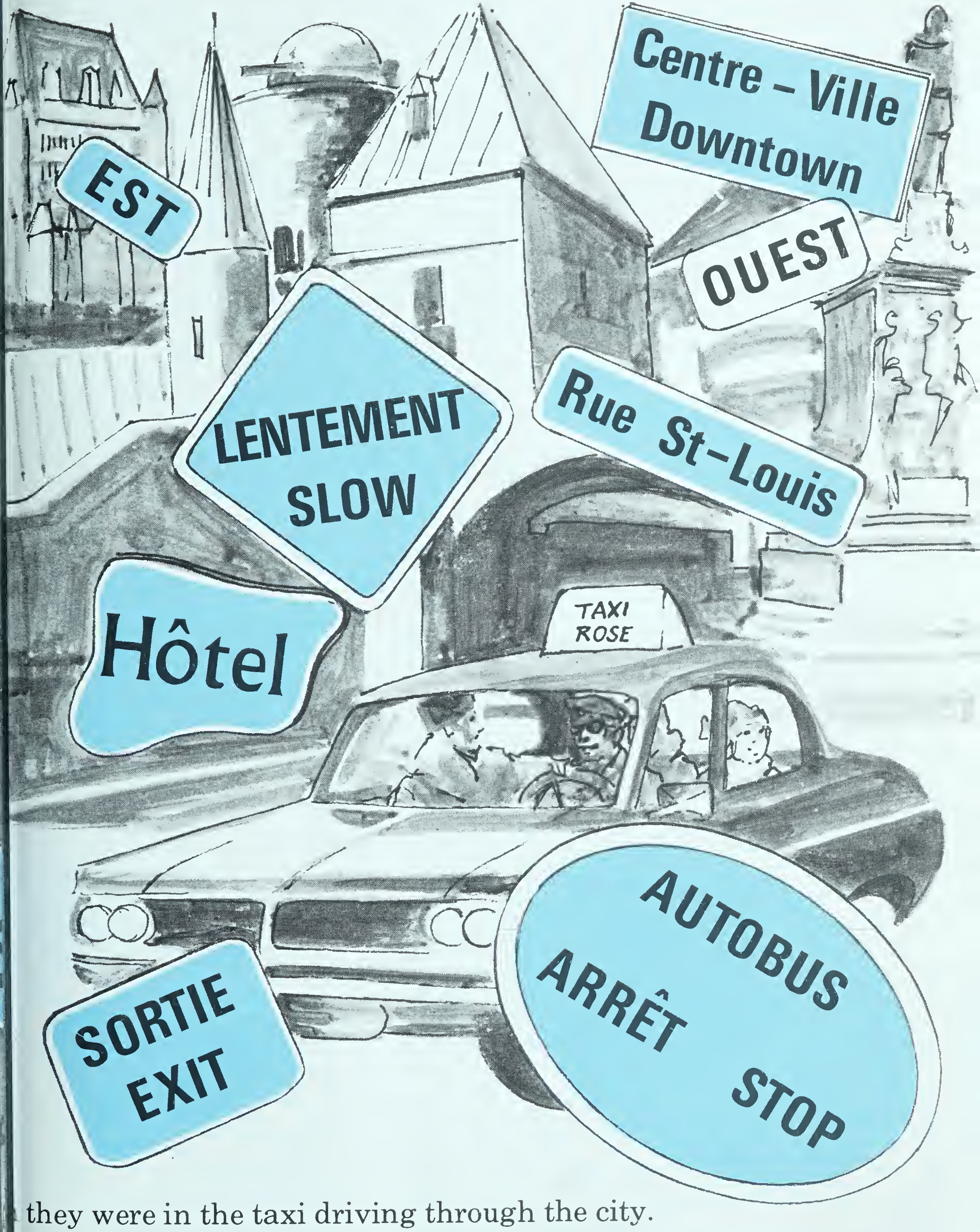
!" Joanne laughed too. "I always ask too many ons. But — can we hurry?"

they all laughed and started walking through in station. They saw many signs that were in . Jacques and Anne asked Joanne to guess what eant.



What do you think these signs mean?


DÉPART
TAXI
SUD
ARRÊT
STOP
Stationnement
Boulevard Champlain
CUL DE SAC
NORD
Bienvenue


EST
LENTEMENT
SLOW
Centre – Ville
Downtown
OUEST
Rue St–Louis
Hôtel
TAXI
ROSE
SORTIE
EXIT
AUTOBUS
ARRÊT
STOP

they were in the taxi driving through the city.
saw other signs that were in French. She had
essing what they meant.

"There's a building made out of ice!" Joanne exclaimed.

"That's the ice palace," said Anne.

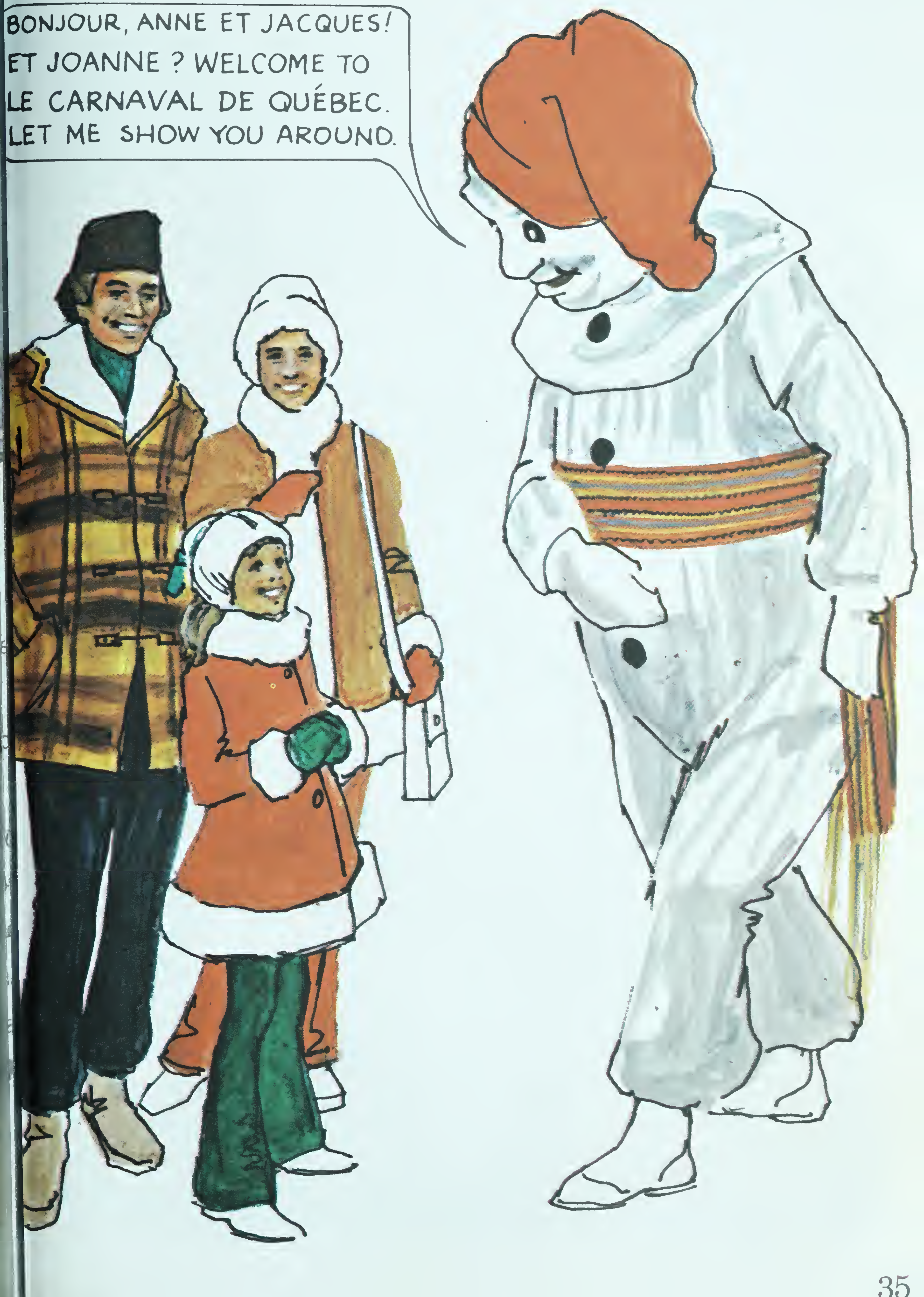
"Oh, can we get out here?" begged Joanne.

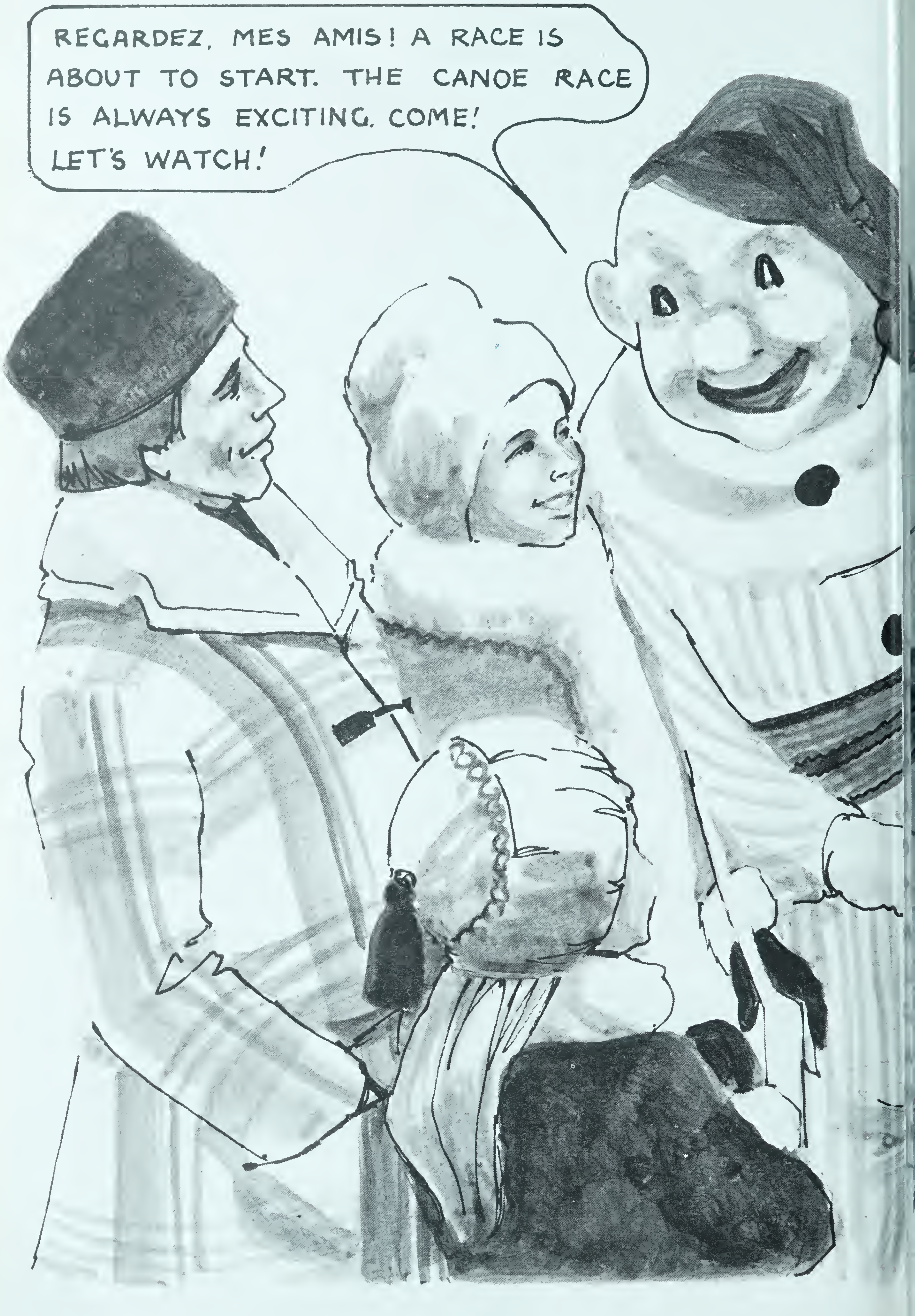
Jacques paid the driver and they jumped out of the taxi.

"There's Bonhomme Carnaval!" Anne pointed huge snowman.

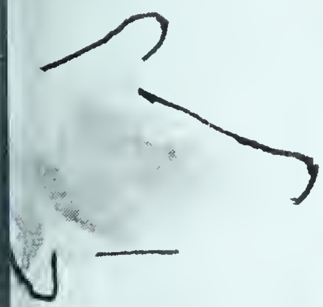
"Oh! Anne! He must be a giant!"

"Look at him carefully, Anne. "He is made of ice. jolly snowman has many helpers, though. Jacques knows one of them. He sa would meet us here. Look! he comes now."

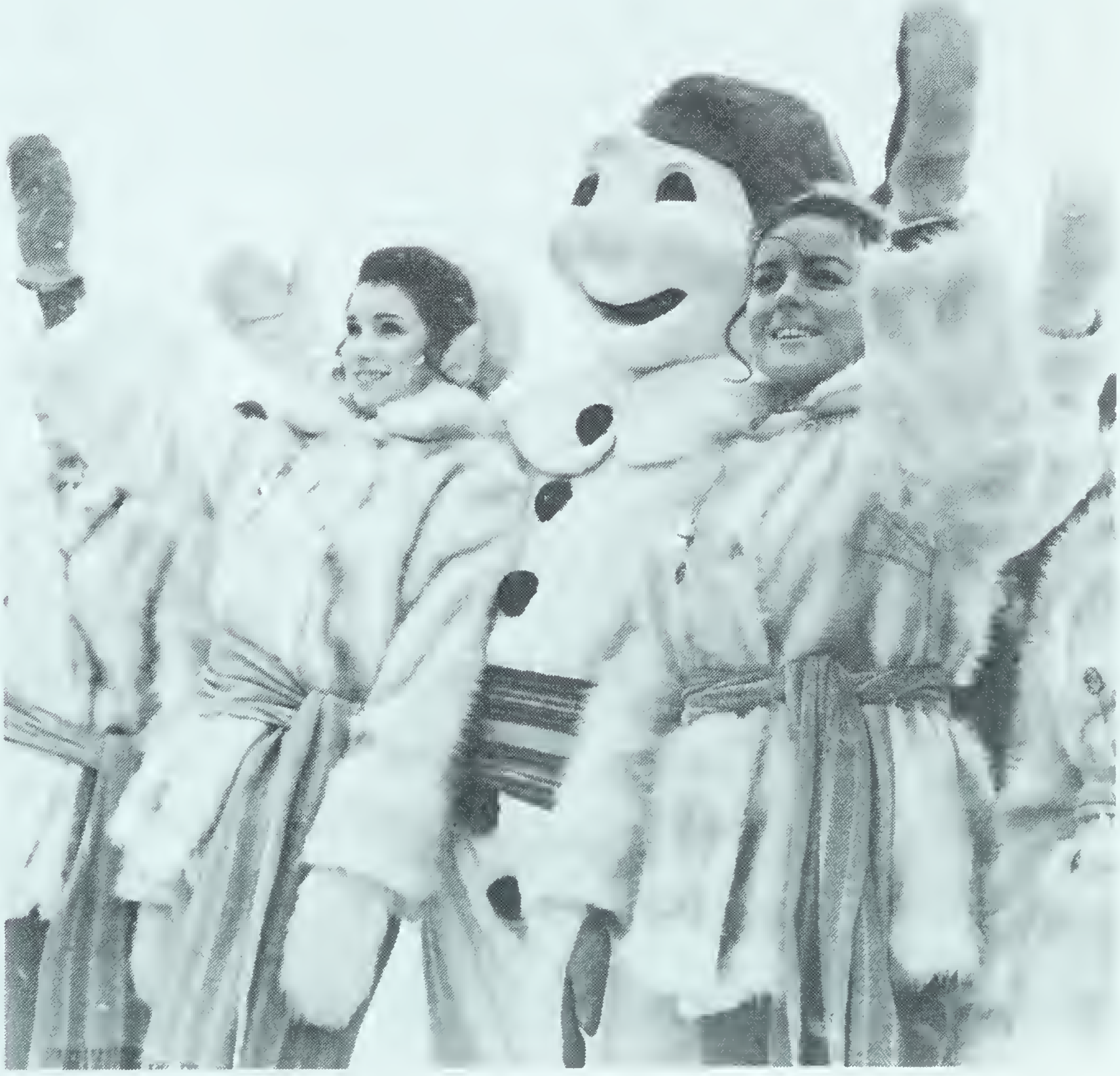

BONJOUR, ANNE ET JACQUES! ET JOANNE ? WELCOME TO LE CARNAVAL DE QUÉBEC. LET ME SHOW YOU AROUND.

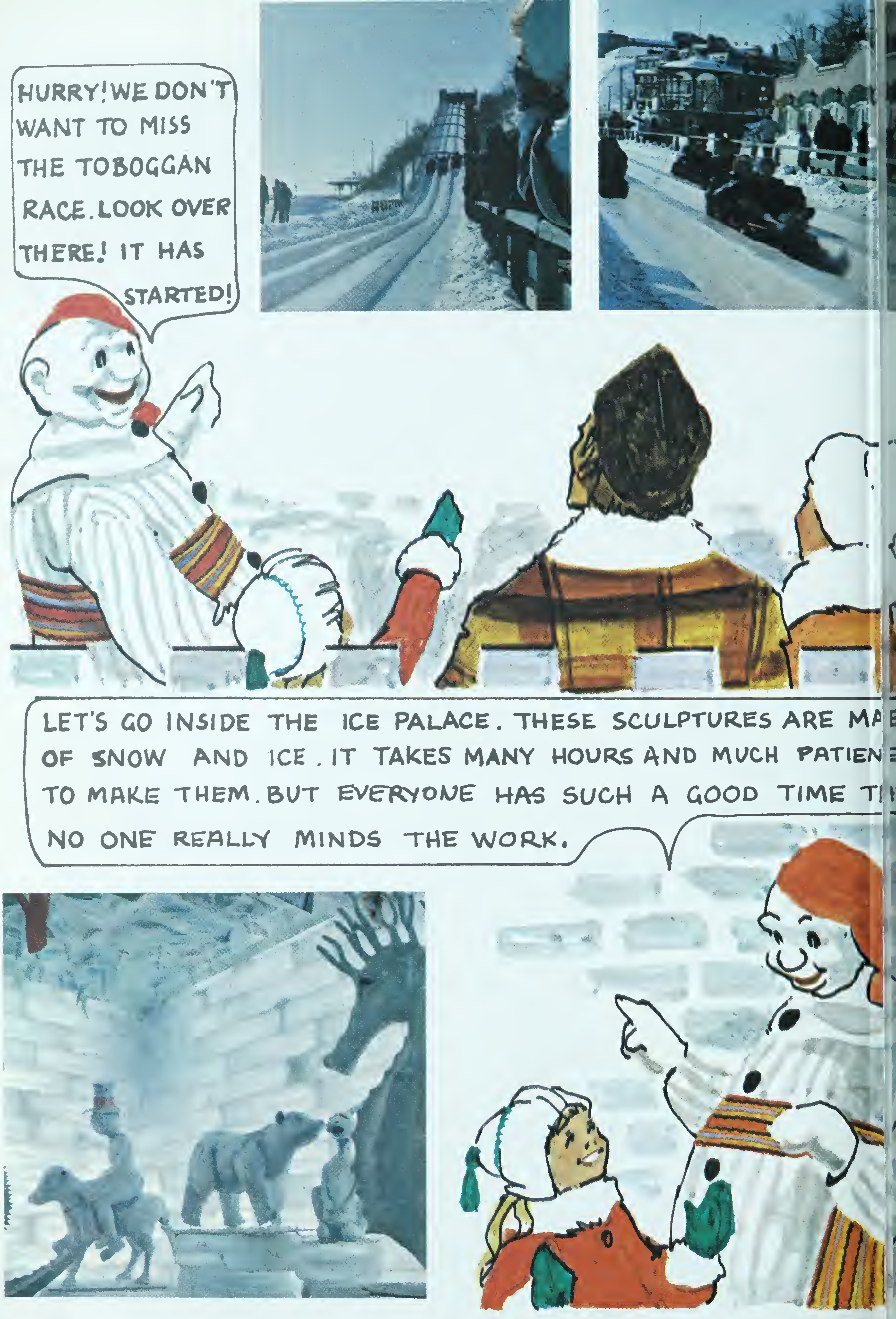

REGARDEZ, MES AMIS! A RACE IS ABOUT TO START. THE CANOE RACE IS ALWAYS EXCITING. COME! LET'S WATCH!

COUDRES
EXPORT "A"



ARDONNEZ- MOI.
HIS IS ONE
HOTO I ENJOY
OSING FOR.
NE OF THESE
RETTY LADIES
ILL BE CROWNED
A REINE DU
ARNAVAL. SHE
ILL HAVE A
PECIAL FLOAT
N THE PARADE.

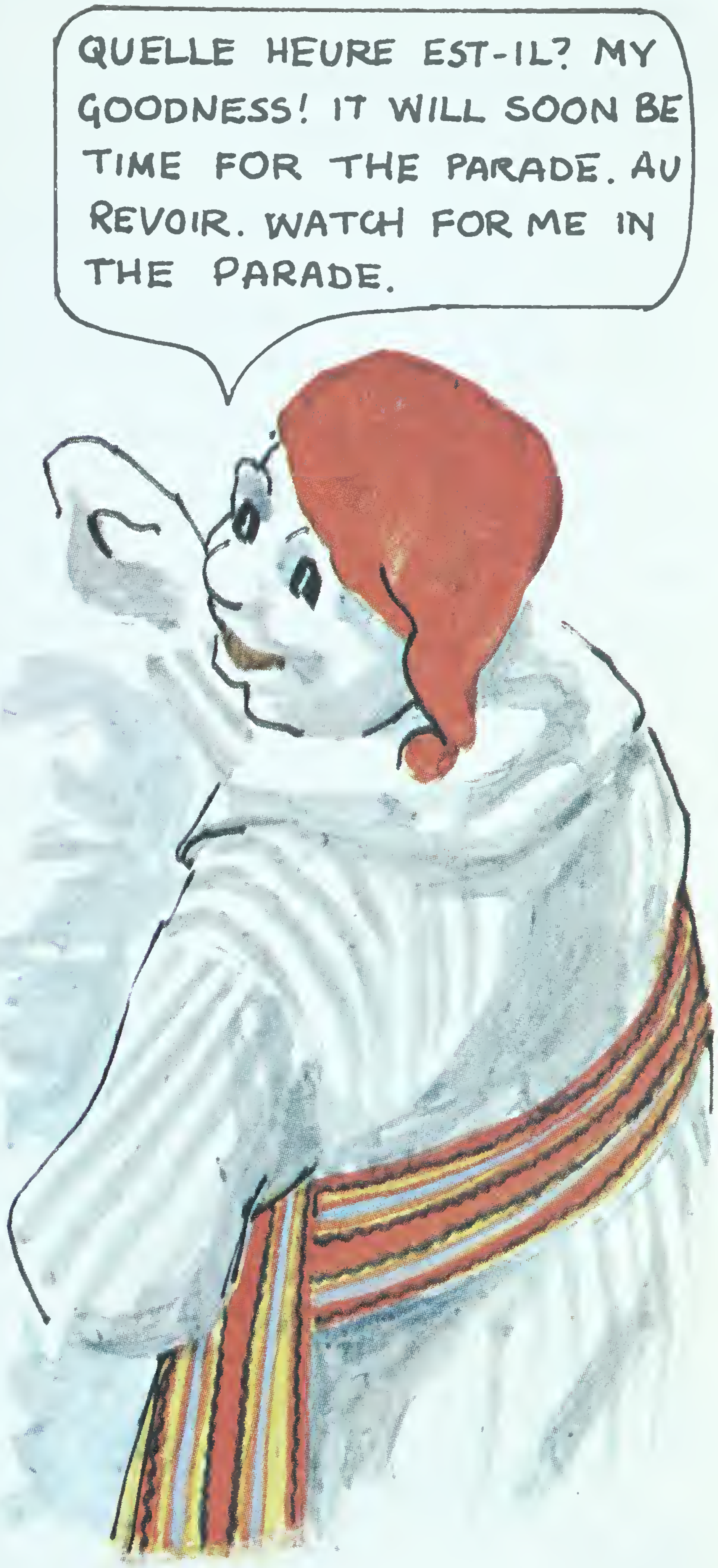



HURRY! WE DON'T WANT TO MISS THE TOBOGGAN RACE. LOOK OVER THERE! IT HAS STARTED!
LET'S GO INSIDE THE ICE PALACE. THESE SCULPTURES ARE MA OF SNOW AND ICE. IT TAKES MANY HOURS AND MUCH PATIEN TO MAKE THEM. BUT EVERYONE HAS SUCH A GOOD TIME TI NO ONE REALLY MINDS THE WORK.

ake the parade that you
nk Joanne saw. Here is an
a.

ou will need:
- mural paper,
- paints and paint brushes,
- construction paper,
- scissors,
- glue,
- some classmates.

aint a background on the
al paper. Make floats out of
struction paper. Include
le, clowns, and a band in
parade. When all the
ts and people are finished,
hem on the road on the
al paper. Arrange the
ts and people to make the
de exciting.


QUELLE HEURE EST-IL? MY GOODNESS! IT WILL SOON BE TIME FOR THE PARADE. AU REVOIR. WATCH FOR ME IN THE PARADE.

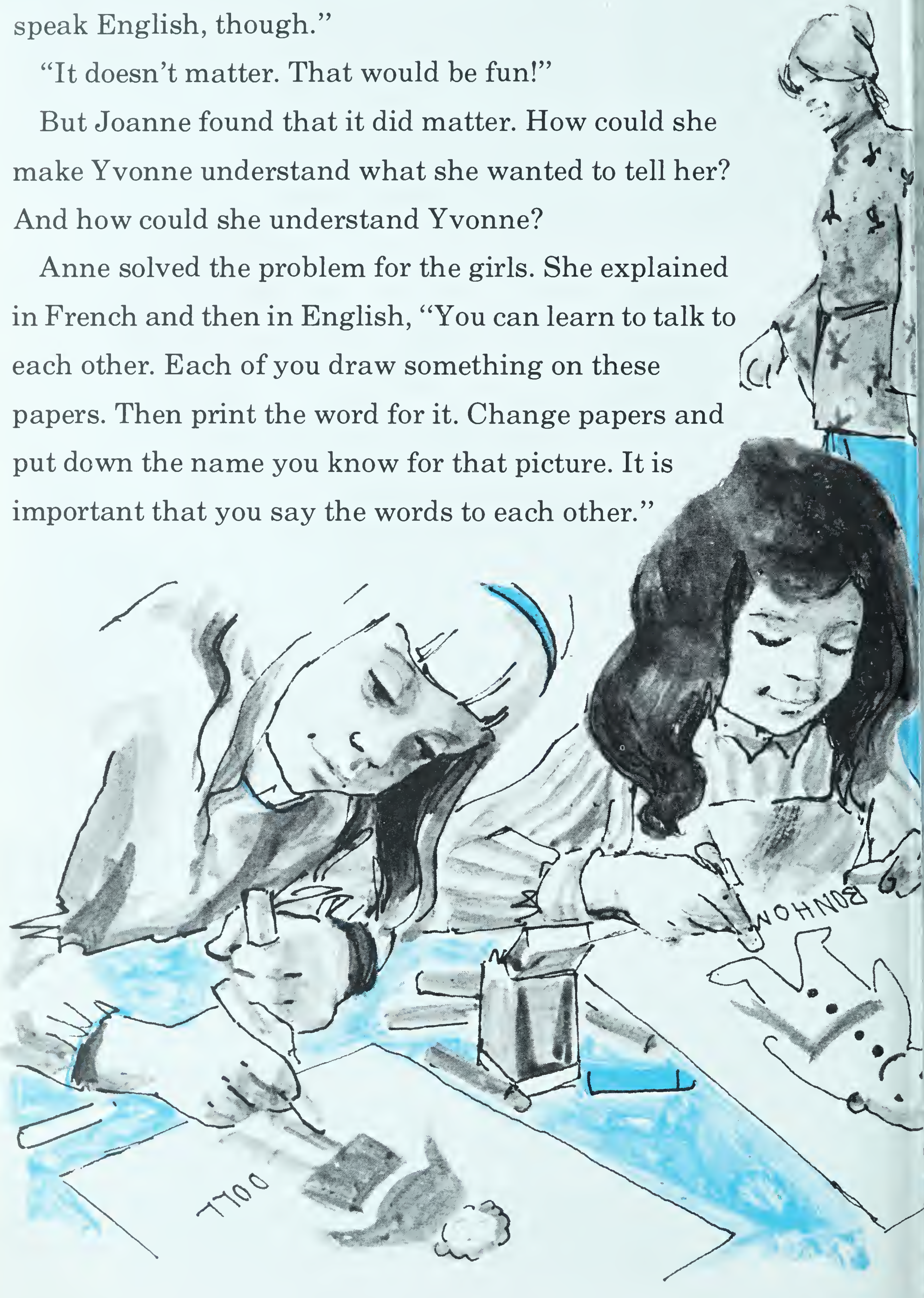
anne enjoyed the parade so much. Bonhomme
aval even stopped to wave to her. It was long after
bed-time when they left the Carnival. That night
ues and Anne tucked a happy but very tired Joanne
bed.

The next day Anne said, "Joanne, would you like to meet Yvonne? She lives across the hall. She doesn't speak English, though."

"It doesn't matter. That would be fun!"

But Joanne found that it did matter. How could she make Yvonne understand what she wanted to tell her? And how could she understand Yvonne?

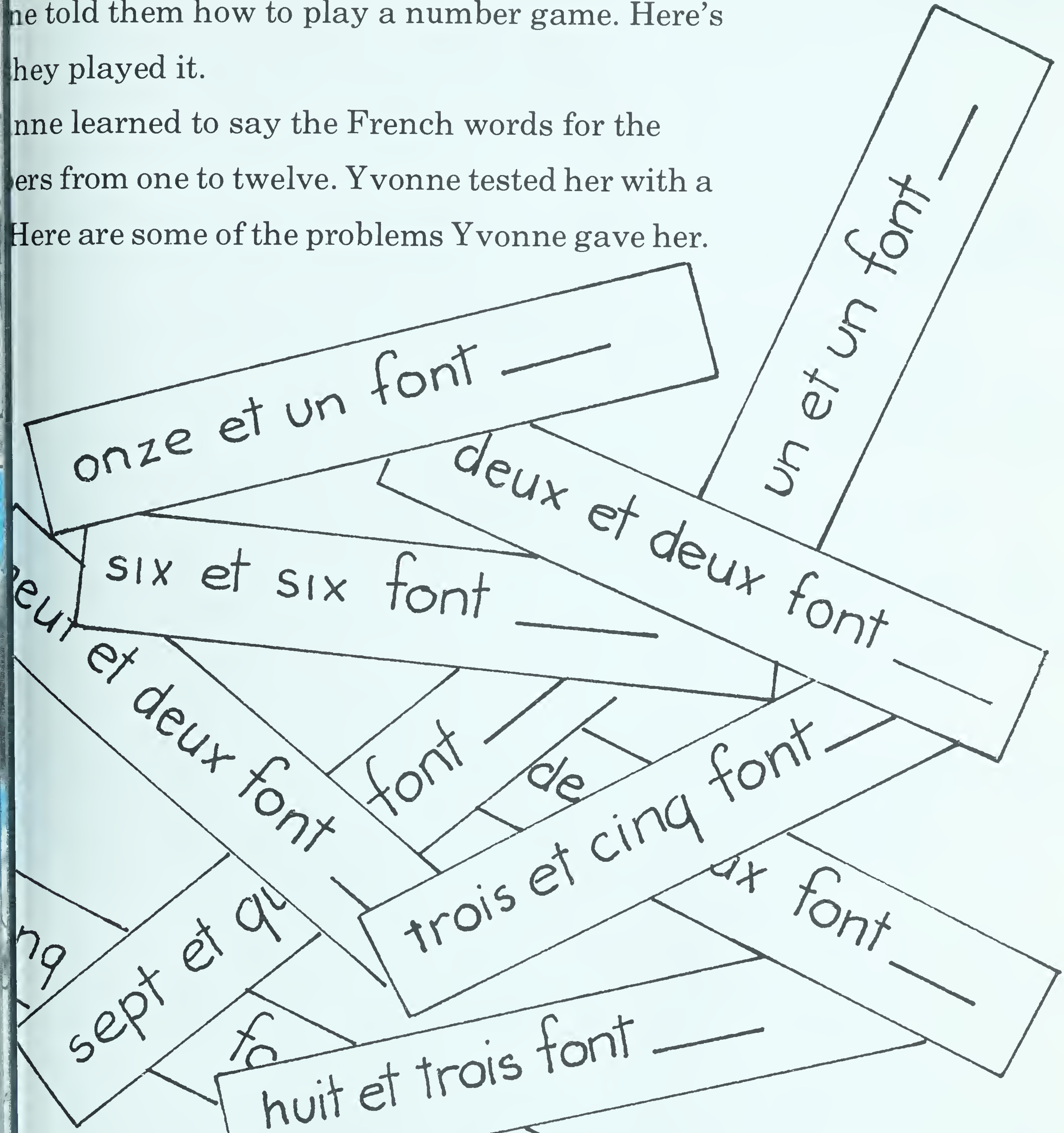
Anne solved the problem for the girls. She explained in French and then in English, "You can learn to talk to each other. Each of you draw something on these papers. Then print the word for it. Change papers and put down the name you know for that picture. It is important that you say the words to each other."



girls were excited. They found it was fun to learn er language.

ne told them how to play a number game. Here's hey played it.

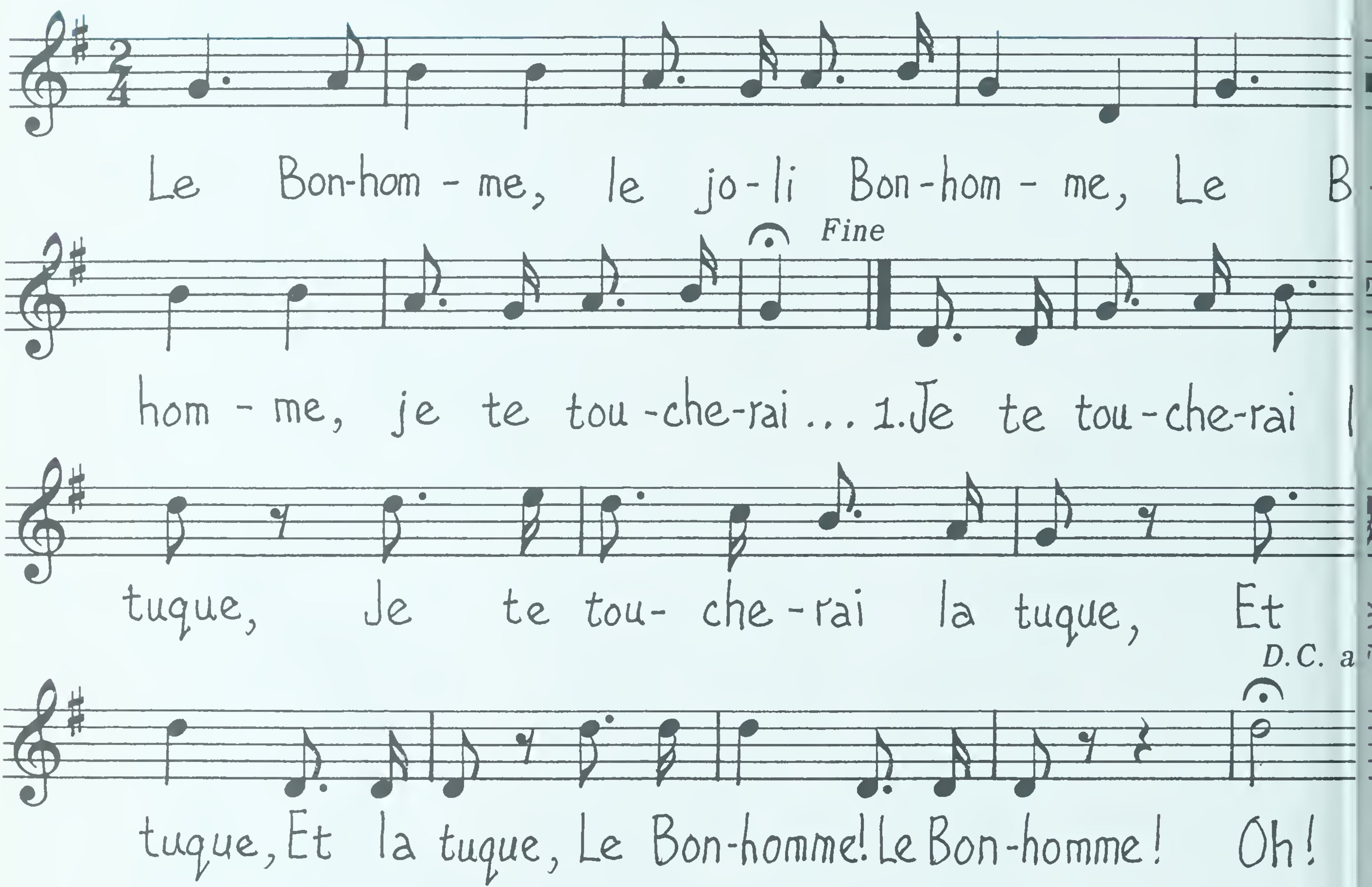
nne learned to say the French words for the ers from one to twelve. Yvonne tested her with a Here are some of the problems Yvonne gave her.


un et un font ___
onze et un font ___
deux et deux font ___
six et six font ___
eut et deux font ___
font ___
de
trois et cinq font ___
x font ___
sept et qu
nq
fo
huit et trois font ___

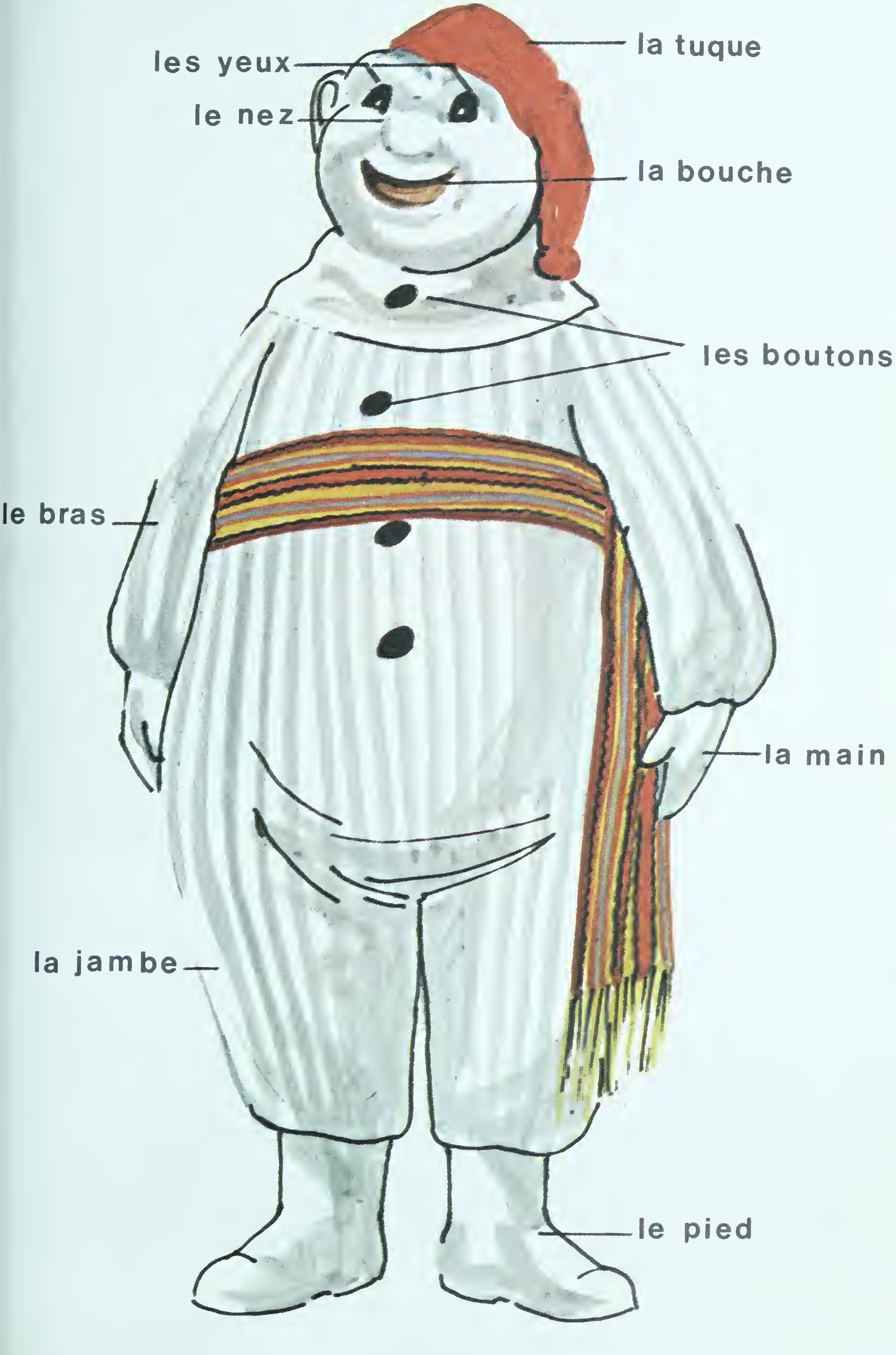
the quiz. Print the problems and put in the rs. Make up your own quiz. Test a friend.

Jacques taught the girls a French song. Sing this song. Make up other verses for this song.

Le Bonhomme


Le Bon-hom - me, le jo-li Bon-hom - me, Le B
Fine
hom - me, je te tou-che-rai . . . 1.Je te tou-che-rai l
tuque, Je te tou- che-rai la tuque, Et
D.C. a
tuque, Et la tuque, Le Bon-homme! Le Bon-homme! Oh!

2. Je te toucherai les yeux,
3. Je te toucherai le nez,
4. Je te toucherai la bouche,
5. Je te toucherai les boutons,
6. Je te toucherai le bras,
7. Je te toucherai la main,
8. Je te toucherai la jambe,
9. Je te toucherai le pied,


la tuque
les yeux
le nez
la bouche
les boutons
le bras
la main
la jambe
le pied

Then Anne taught them a card game. She called it *"À la pêche."* Have you played this game? Try it.

You must ask in French for the cards you need. Learn to ask this question in French.

"As-tu des ?"

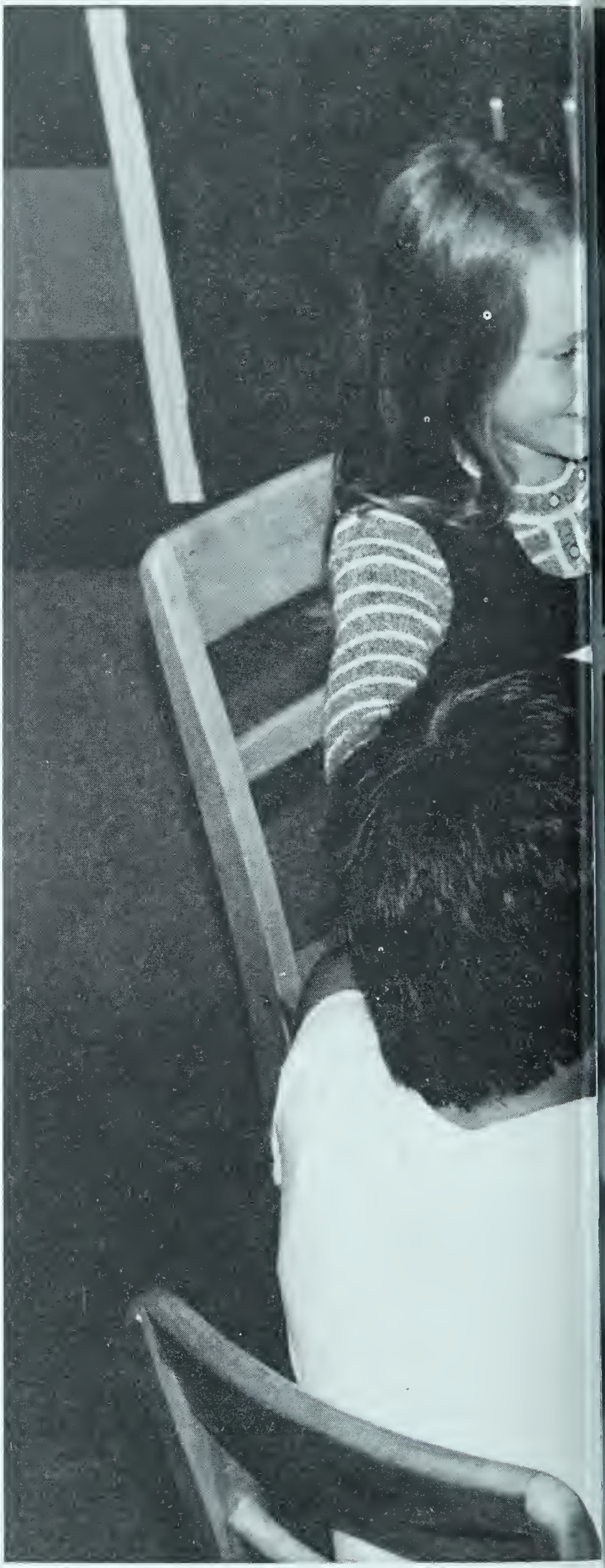
And to answer in French.

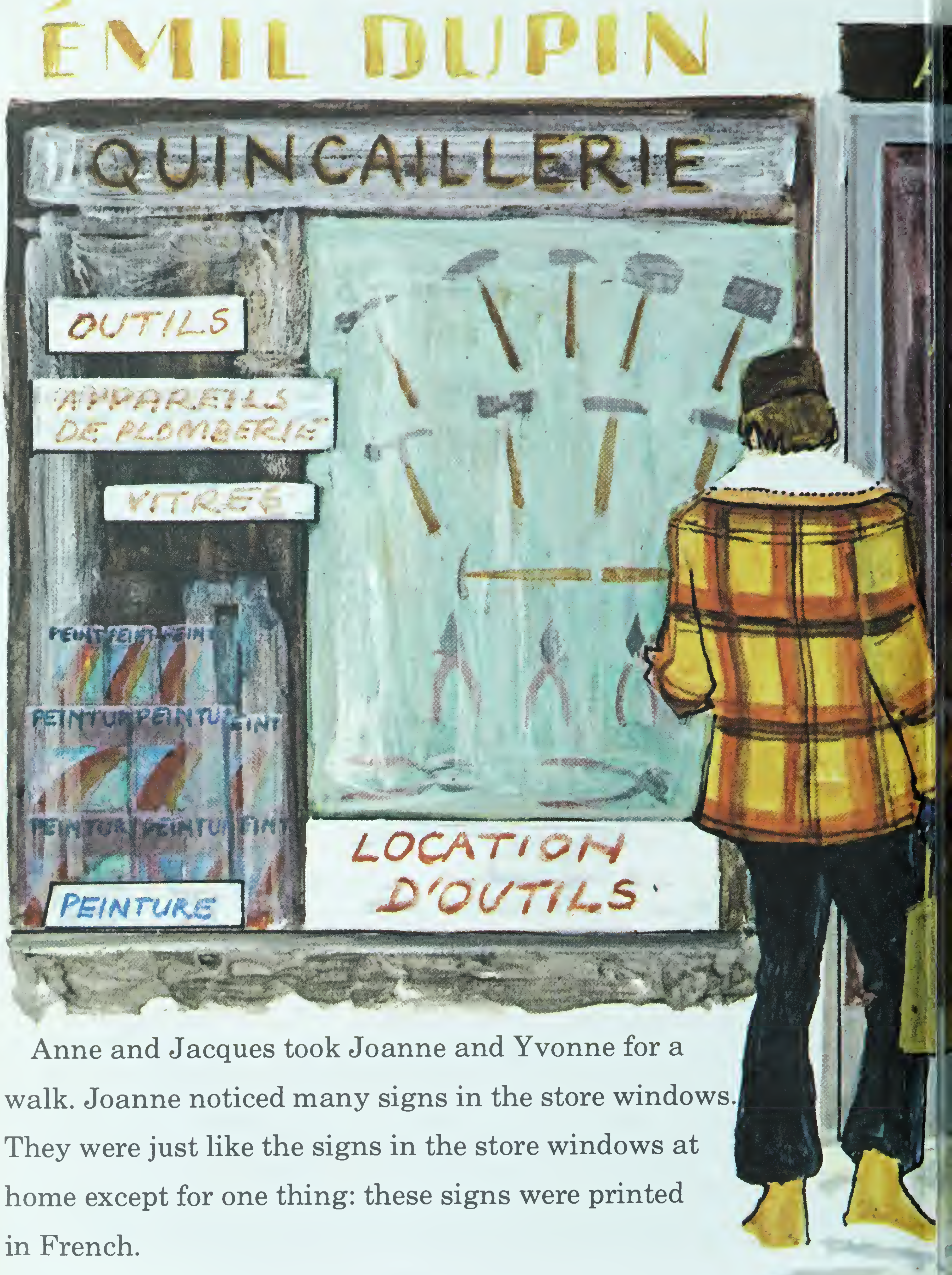
"Oui, j'ai des ."

or

"Non, je n'ai pas de ."

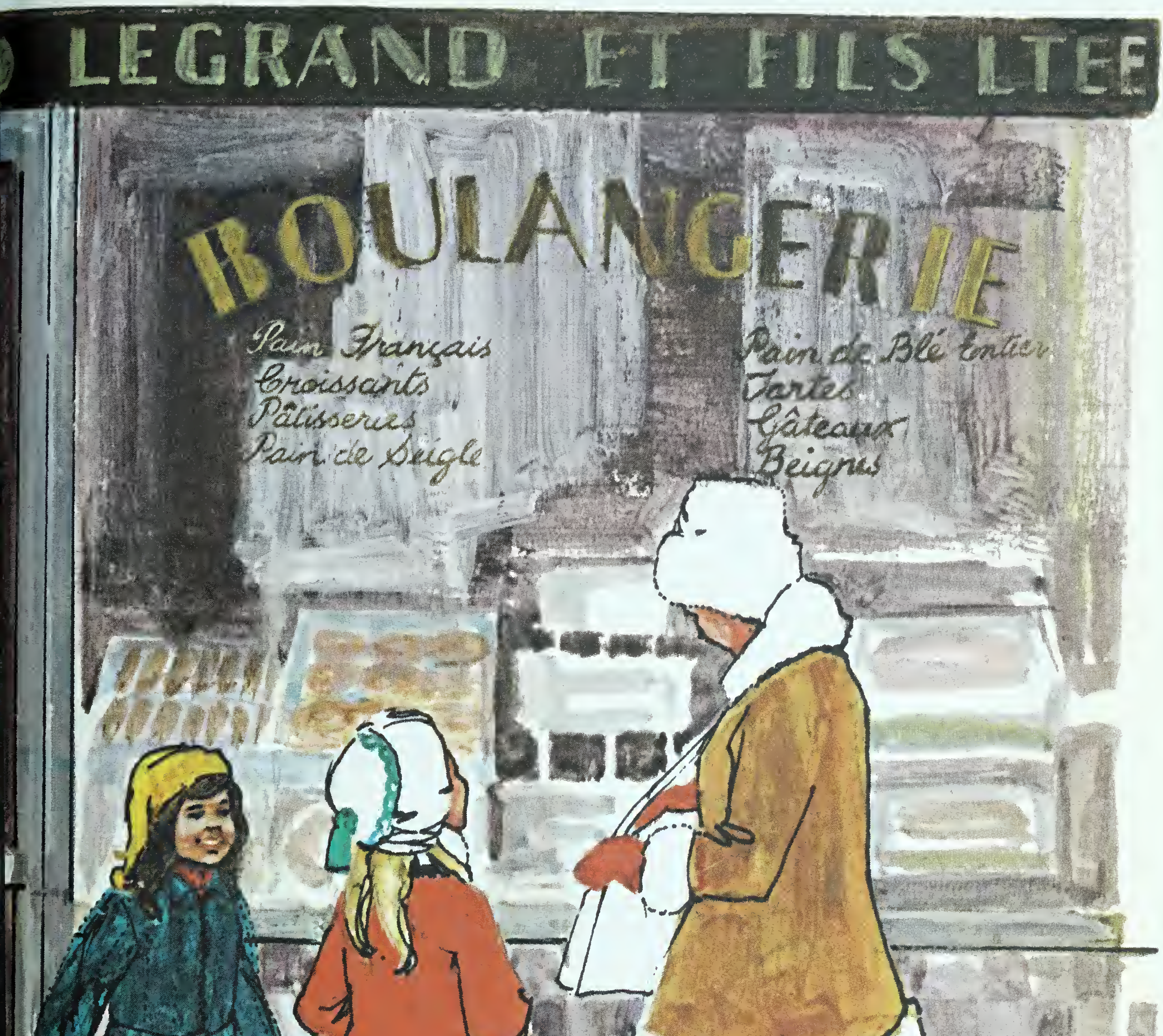
The French words for jack, queen, king, and ace are: *valet* (jack), *dame* (queen), *roi* (king), *as* (ace).




ÉMIL DUPIN
QUINCAILLERIE
OUTILS
APPAREILS DE PLOMBERIE
VITRES
PEINTURE
LOCATION D'OUTILS

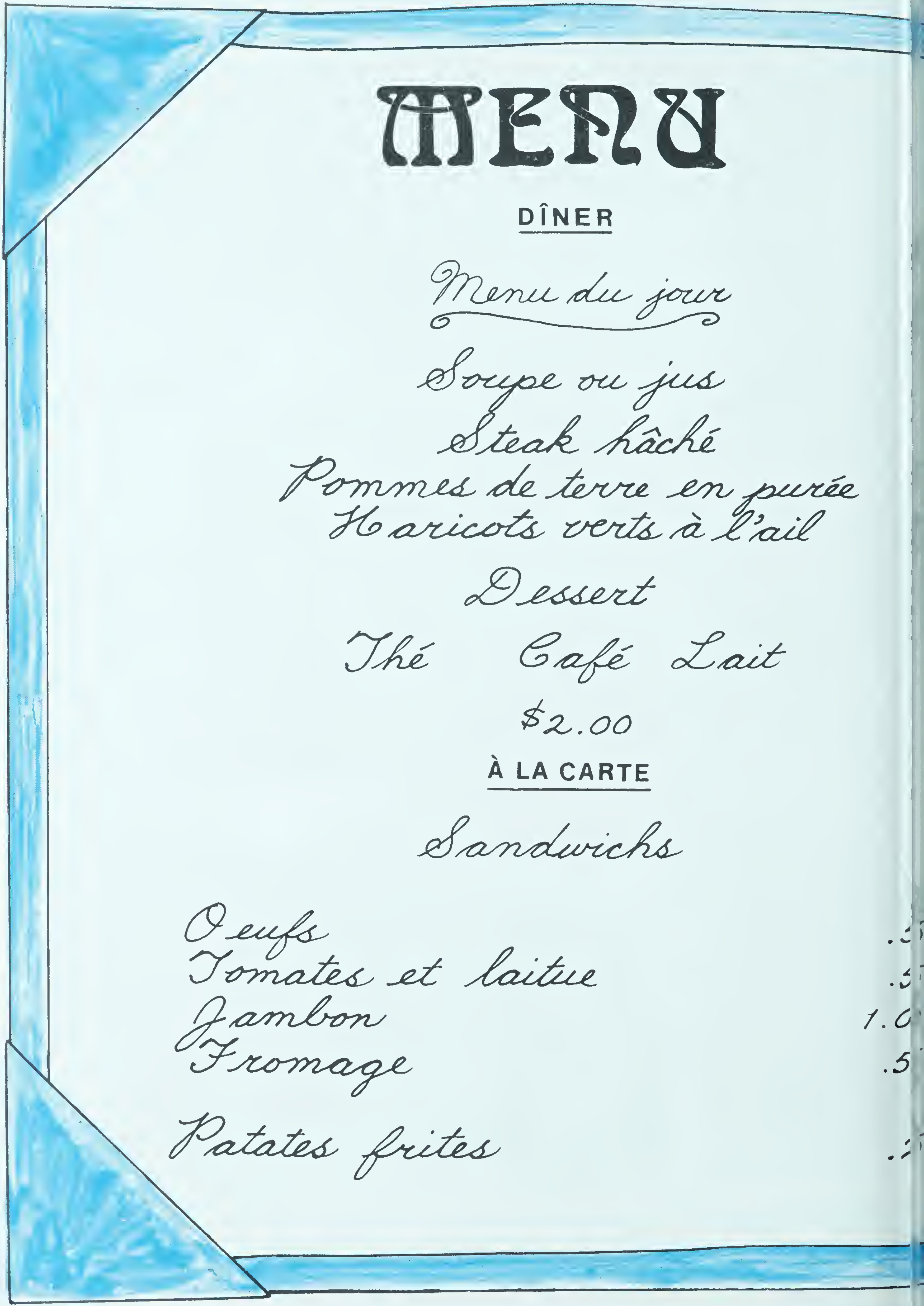
Anne and Jacques took Joanne and Yvonne for a walk. Joanne noticed many signs in the store windows. They were just like the signs in the store windows at home except for one thing: these signs were printed in French.

"Don't tell me what they mean," she said. "Let me guess."


LEGRAND ET FILS LTEE
BOULANGERIE
Pain Français
Croissants
Pâtisseries
Pain de Seigle
Pain de Blé Entier
Tartes
Gâteaux
Beignes

Help Joanne name the signs.

Then they went for lunch, before taking Joanne to the train station. Joanne wanted to order her own lunch.



MENU

DÎNER

Menu du jour

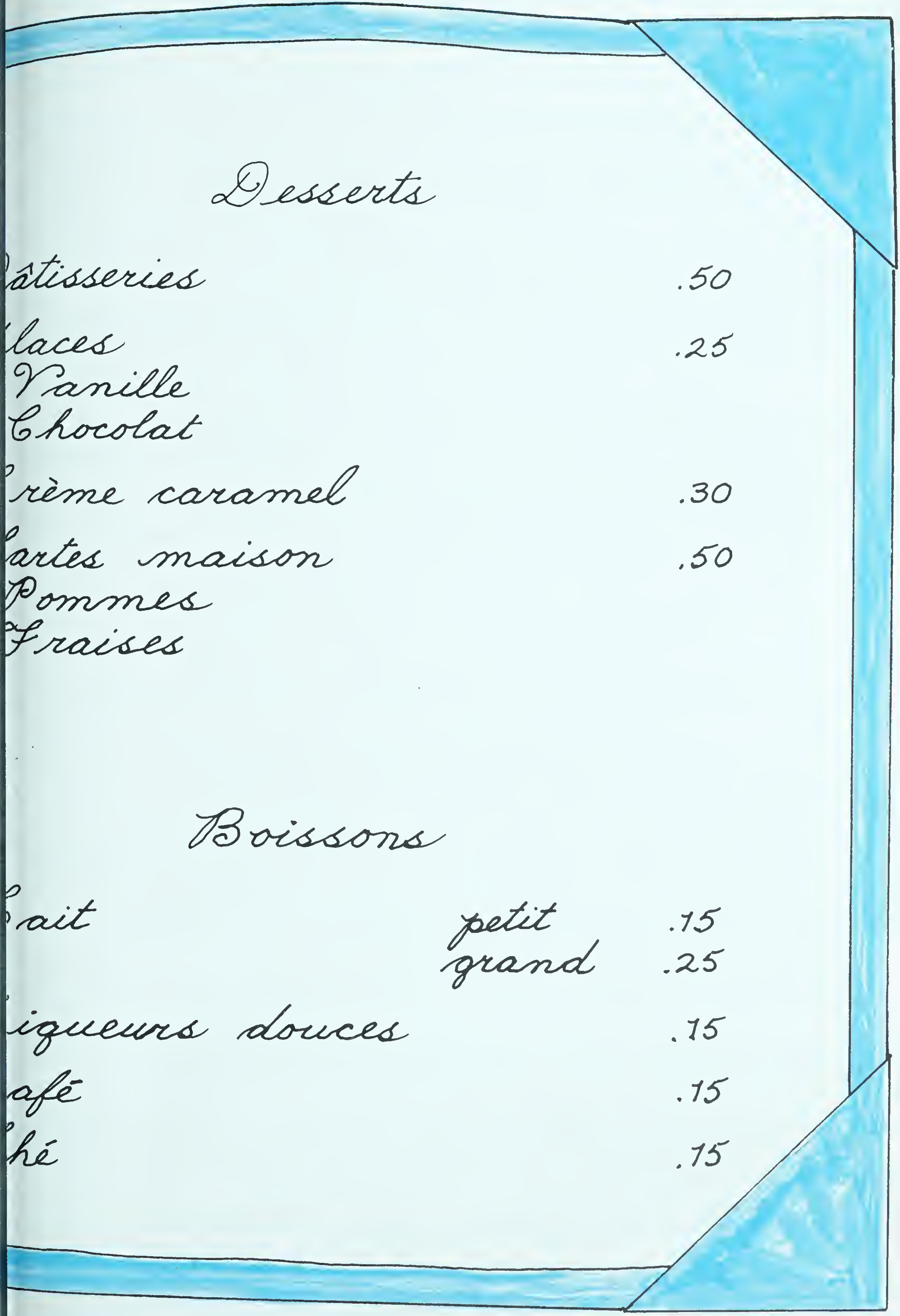
Soupe ou jus
Steak hâché
Pommes de terre en purée
Haricots verts à l'ail
Dessert
Thé Café Lait
$2.00

À LA CARTE

Sandwichs

Oeufs	.5
Tomates et laitue	.5
Jambon	1.0
Fromage	.5
Patates frites	.

If you were Joanne, what would you order? List
ree things you would like to have.



Desserts

âtisseries		.50
laces		.25
Vanille		
Chocolat		
rème caramel		.30
artes maison		.50
Pommes		
Fraises		

Boissons

ait	petit	.15
	grand	.25
iqueurs douces		.15
afé		.15
hé		.15

All too soon it was time for Joanne to go home. Anne and Jacques and Yvonne took her to the train station. They walked with her to the train. Joanne hugged each one in turn.

"Au revoir," said Joanne.

"Good-bye, Joanne" said Yvonne. "Come back soon, please."

"Good-bye!" called Anne and Jacques as the conductor helped Joanne climb up the steps on to the train.

"Well, *ma petite,* did you enjoy yourself?" he asked.

"Ah, oui!" exclaimed Joanne. "I don't want to leave!"

A few days later, Anne and Jacques received this letter.

Chers amis,

What a nice time I had! Merci bien! I liked Le Carnaval de Québec. But most of all I liked meeting Yvonne and learning some French words.

When Mom and Dad met me at the train I said Bonjour, Maman et Papa". And do you know what? They knew what I said because they know some French words too. J'apprends oujours.

Come and see us and bring Yvonne, s'il vous plaît.

Bien à vous,

Joanne. XXXOOO

Exchange letters with a friend in your class. When you write your letter, try to use some of the French words you know. See if your friend can understand what you have written. Can you understand your friend's letter?

Glossaire – Glossary

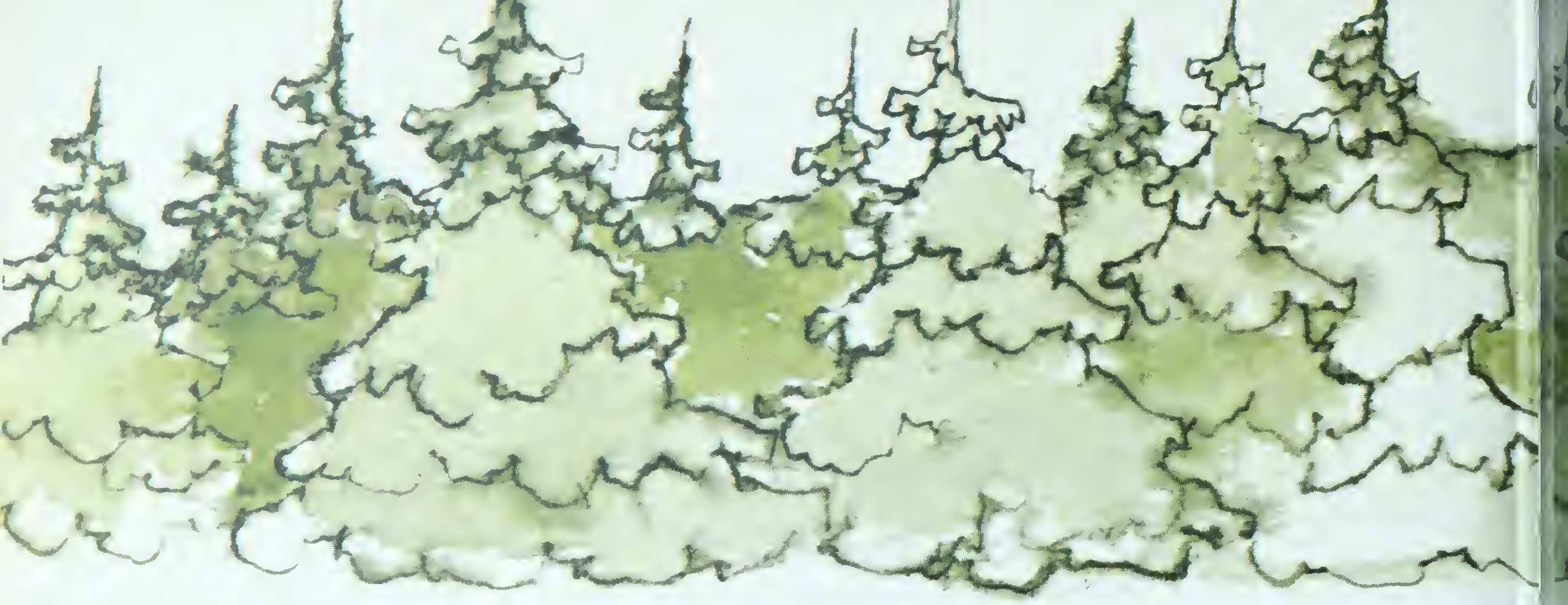
Here are some of the words that Joanne can say in French. Test yourself. Place a piece of paper over the English words. See how many French words you can translate.

à la carte	from the menu
à la pêche	Fish (card game)
appareils de plomberie	plumbing fixtures
arrêt	stop
As-tu des—	Have you any—
Au revoir	Good-bye
autobus	bus
beignes	doughnuts
Bien à vous	Yours sincerely
boissons	drinks
Bonhomme Carnaval	Carnival Snowman
Bonjour	Hello; good morning
Bonne chance	Good luck
bouche	mouth
boulangerie	bake shop
boulevard	boulevard
boutons	buttons
bras	arm
café	coffee
calèche	caleche, a horse-drawn carriage (buggy)
Carnaval	Carnival
c'est vrai	that's true
Chers amis	Dear friends
chocolat	chocolate
cinq	five
crème caramel	custard
croissants	crescent rolls
cul-de-sac	dead end
de	of
départ	departures
dessert	dessert
deux	two
dimanche	Sunday
dîner	dinner

dix
douze
du
est
et
font
fraises
fromage
gâteaux
glaces
haricots ver
hôtel
huit
j'ai des—
jambe
jambon
j'apprends t
je n'ai pas d
Je te touche
Je te touche
jeudi
jeune fille
joli
jus
la, le, l', les
lait
laitue
liqueurs dou
location d'o
lundi
main
Maman
ma petite
mardi
menu du jou

merci bien
mercredi
mes amis
neuf
nez
non
nord
oeufs

onze	eleven
ou	or
ouest	west
oui	yes
outils	tools
pain de blé entier	whole-wheat bread
pain de seigle	rye bread
pain français	French bread
Papa	Dad; Father
Pardonnez-moi	Excuse me
patates frites	French fries
pâtisseries	pastries
peinture	paint
pied	foot
pommes	apples
pommes de terre en purée	mashed potatoes
quatre	four
Quelle heure est-il?	What time is it?
quincaillerie	hardware store
Regardez, mes amis!	Look, my friends!
reine	queen
rue	street
samedi	Saturday
sept	seven
serrures	locks
s'il vous plaît	please
six	six
soupe	soup
stationnement	parking
steak hâché	hamburger
sud	south
Tant de questions!	So many questions!
tartes	pies
tartes maison	home-baked pies
taxi	taxi
thé	tea
tomates	tomatoes
trois	three
tuque	stocking cap
un, une	one
vanille	vanilla
vendredi	Friday
vitres	glass; window panes
yeux	eyes

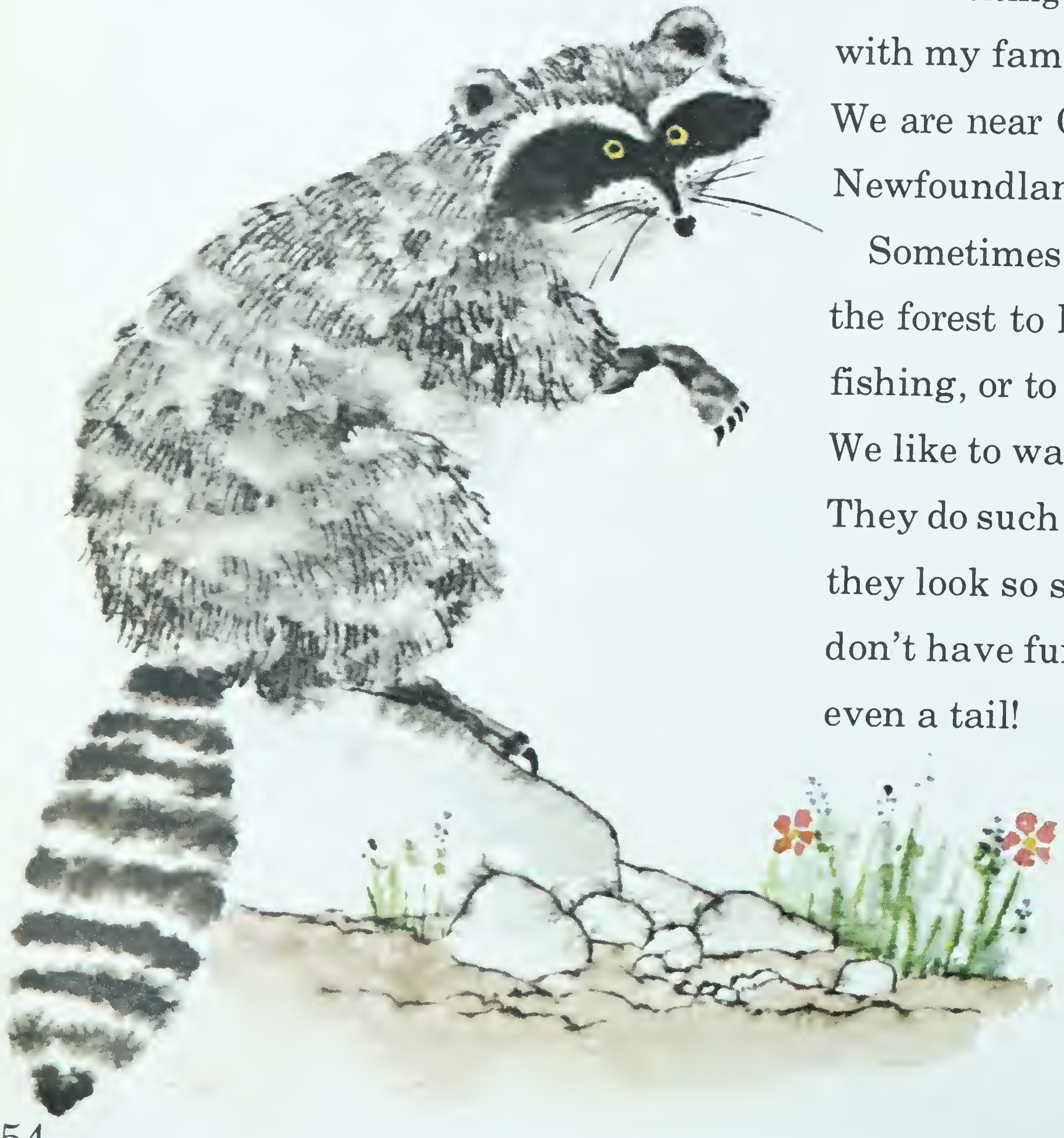


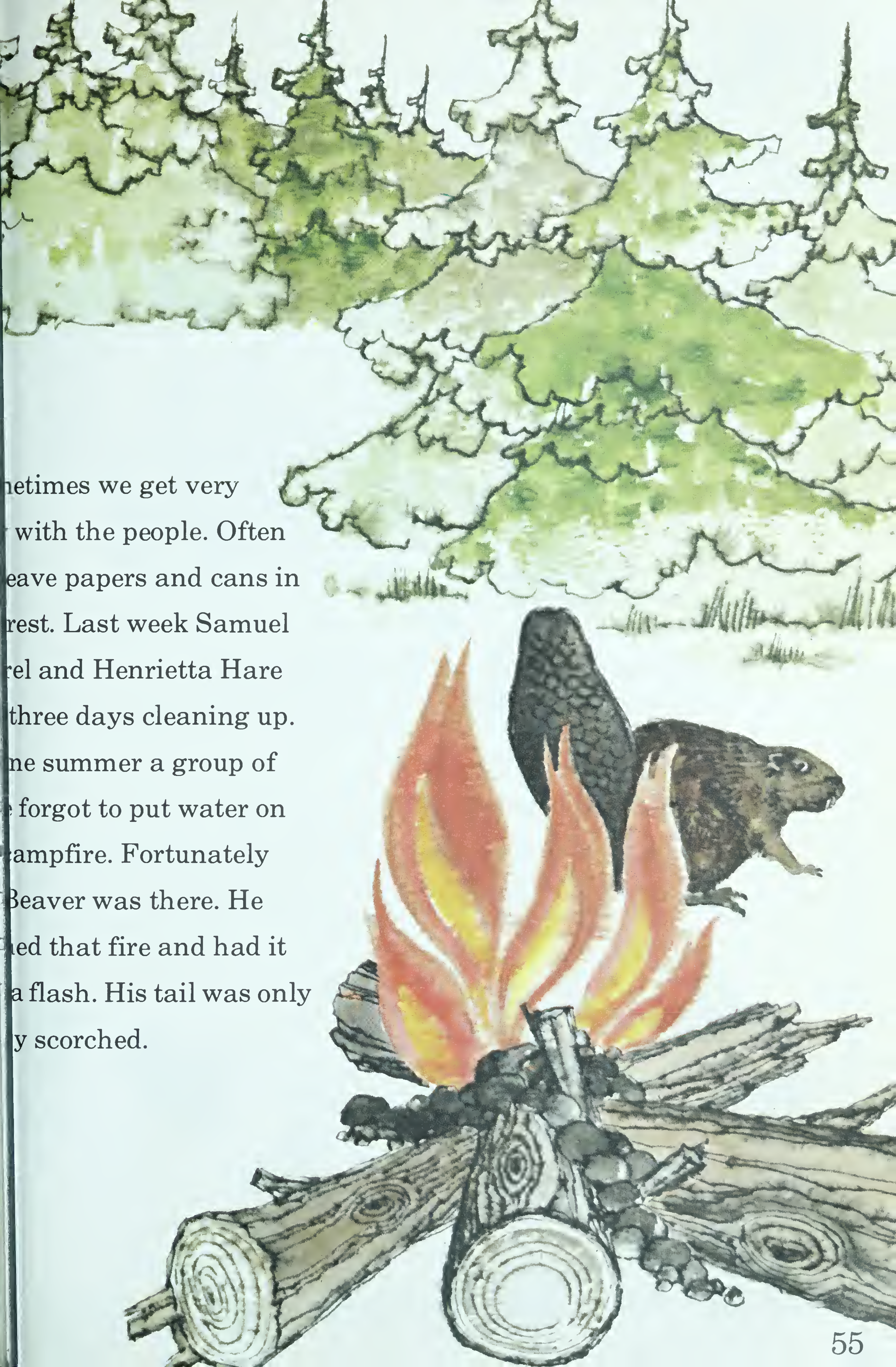
THE TREE MONSTERS

CORNER BROOK

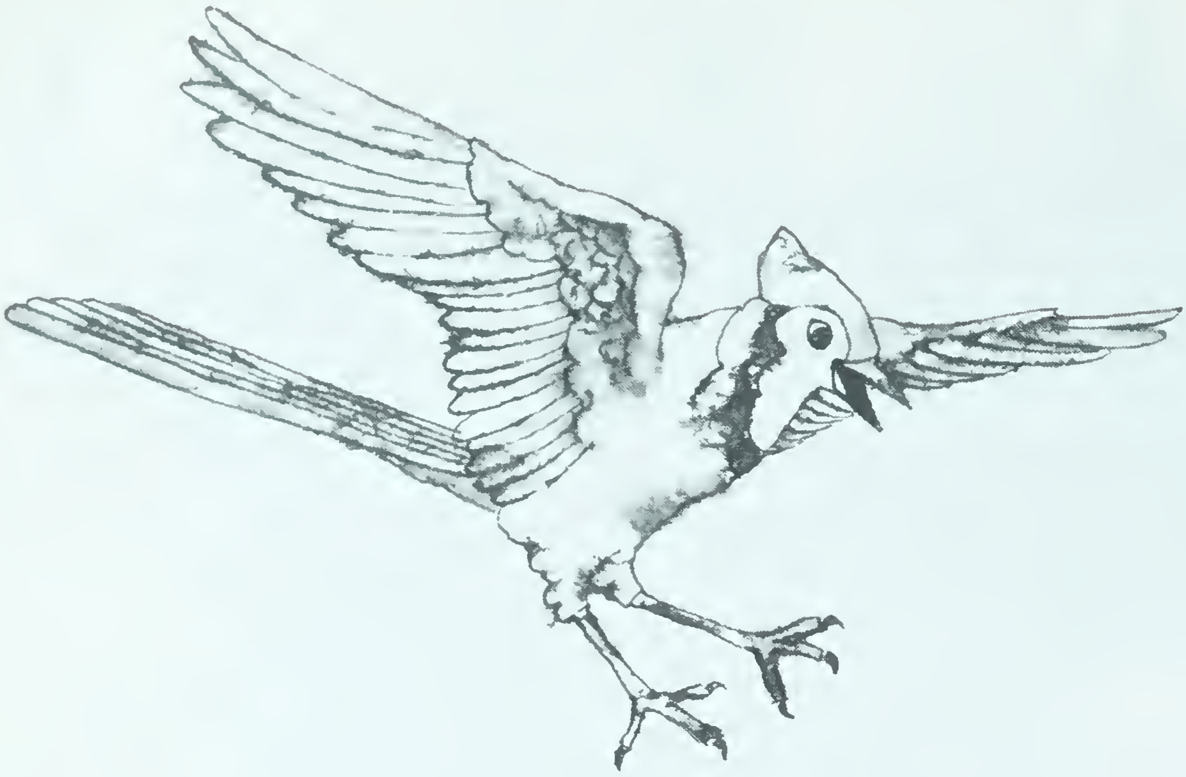
Good day! I'm Ricky Ra o
I am visiting this beautif
with my family and frien s.
We are near Corner Brool
Newfoundland.

Sometimes people come o
the forest to have a picni t
fishing, or to camp overn h
We like to watch the peop .
They do such funny thing a
they look so strange. They
don't have fur or feathers r
even a tail!





etimes we get very with the people. Often eave papers and cans in rest. Last week Samuel rel and Henrietta Hare three days cleaning up. ne summer a group of forgot to put water on ampfire. Fortunately Beaver was there. He ed that fire and had it a flash. His tail was only y scorched.



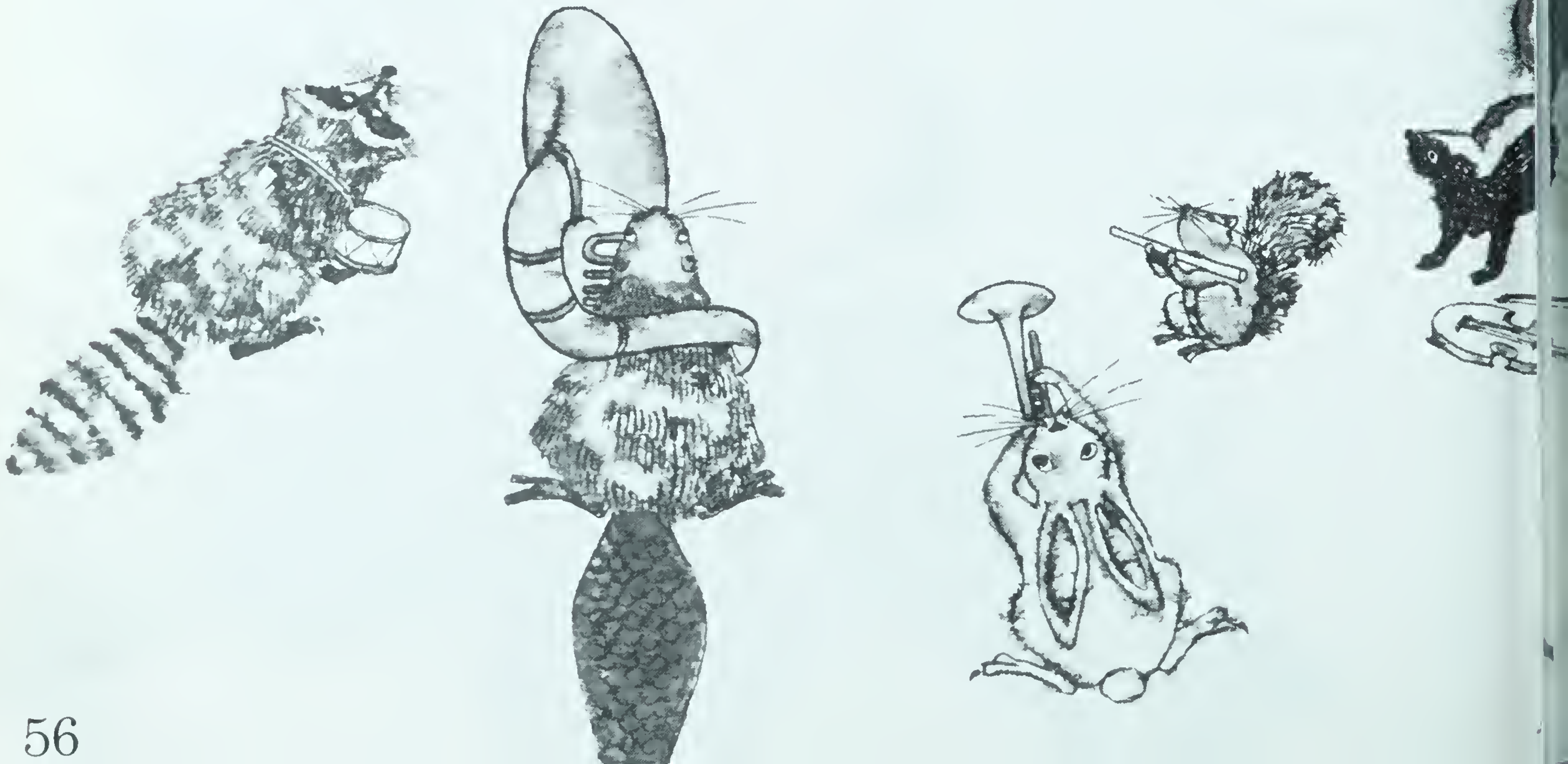
Let me tell you what happened yesterday. Never has there been so much excitement in the forest! My friends and I were practising for the spring concert.

All of a sudden Jamie Jay flew by, screeching, “Monsters! Monsters! We’re being invaded from outer space! Run for your lives! Monsters! Monsters!”

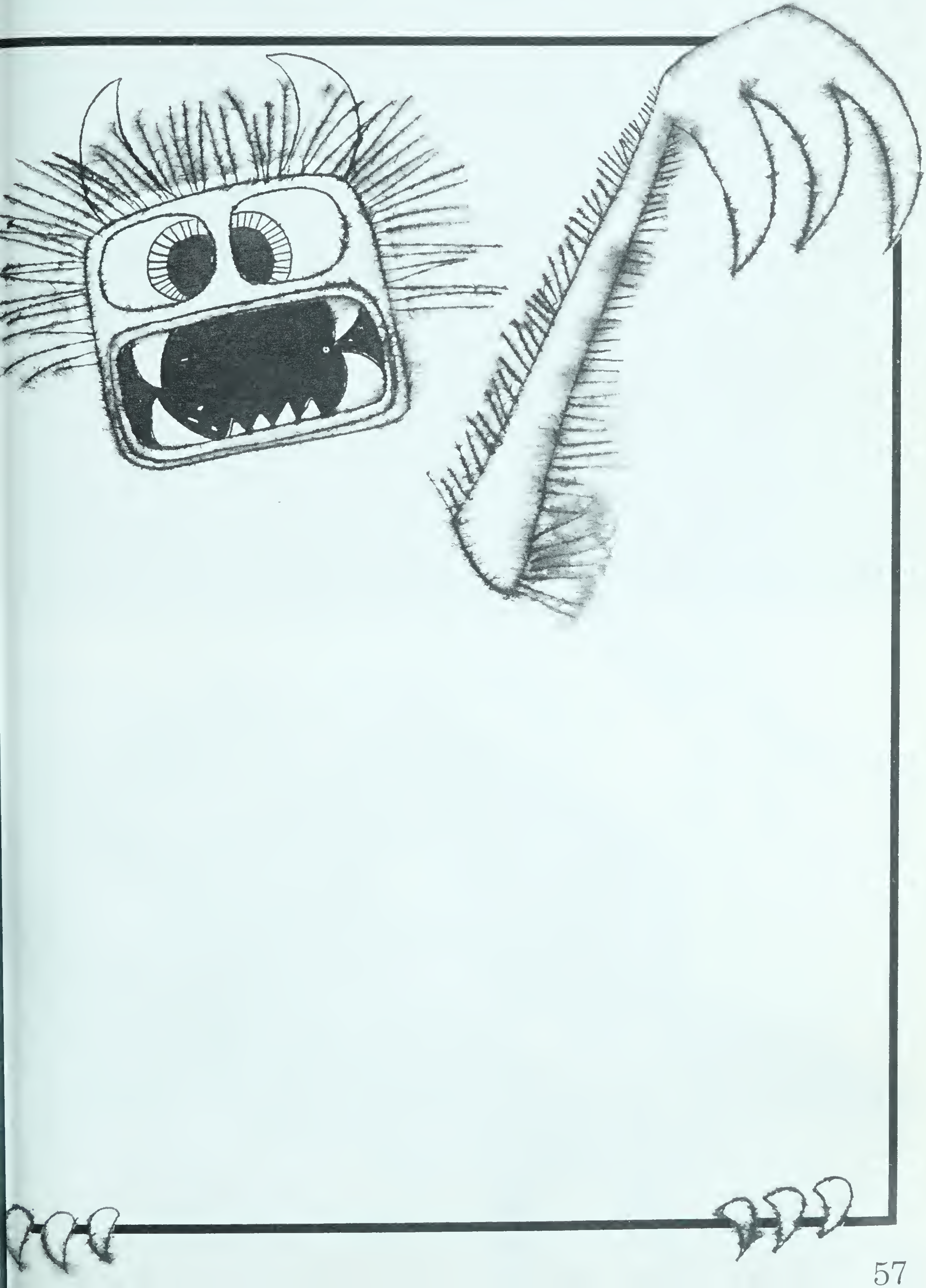
“Hold it, Jamie!” I called to him. “What’s going on? What are you talking about?”

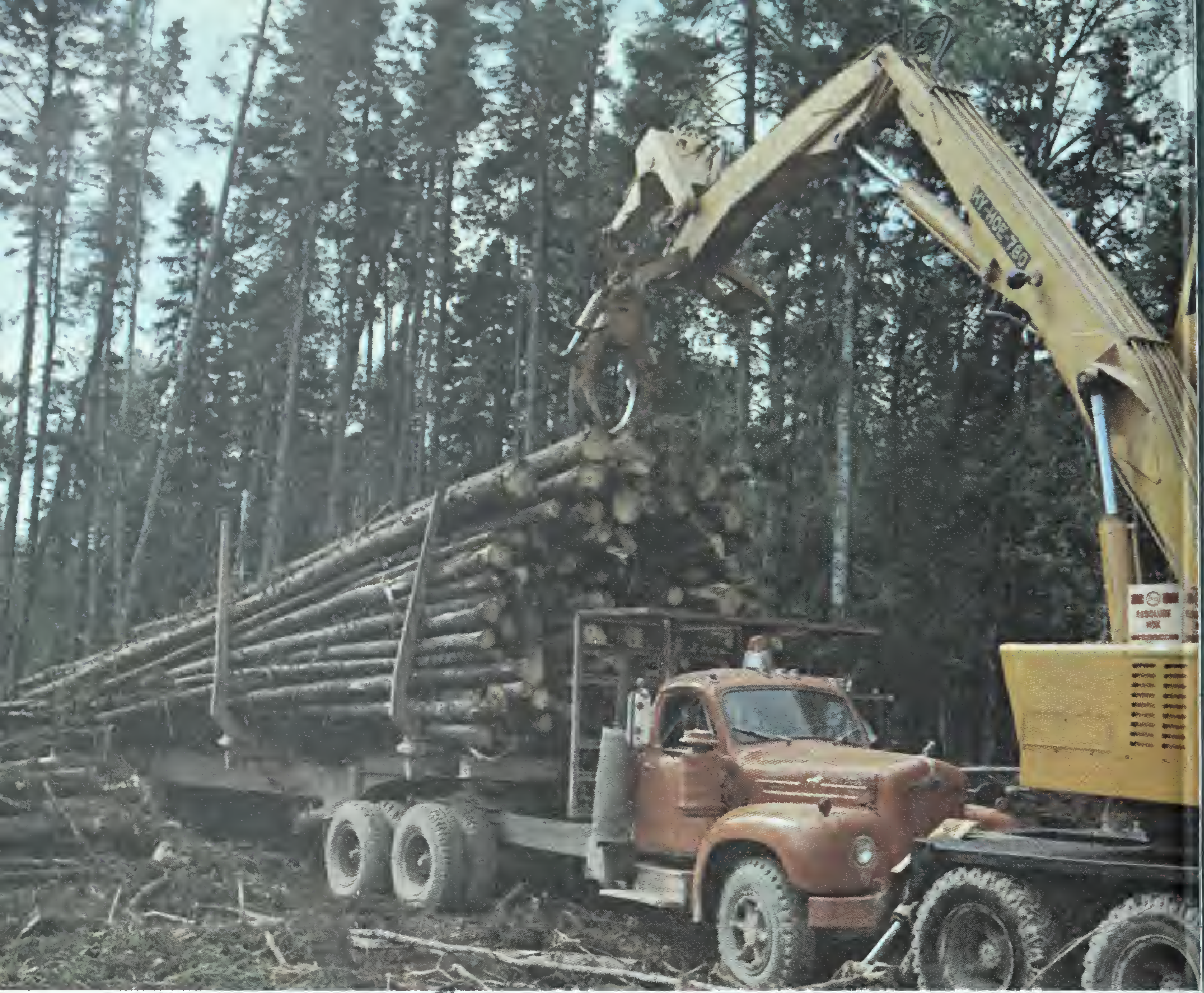
“I saw them! I saw them!” he screamed.

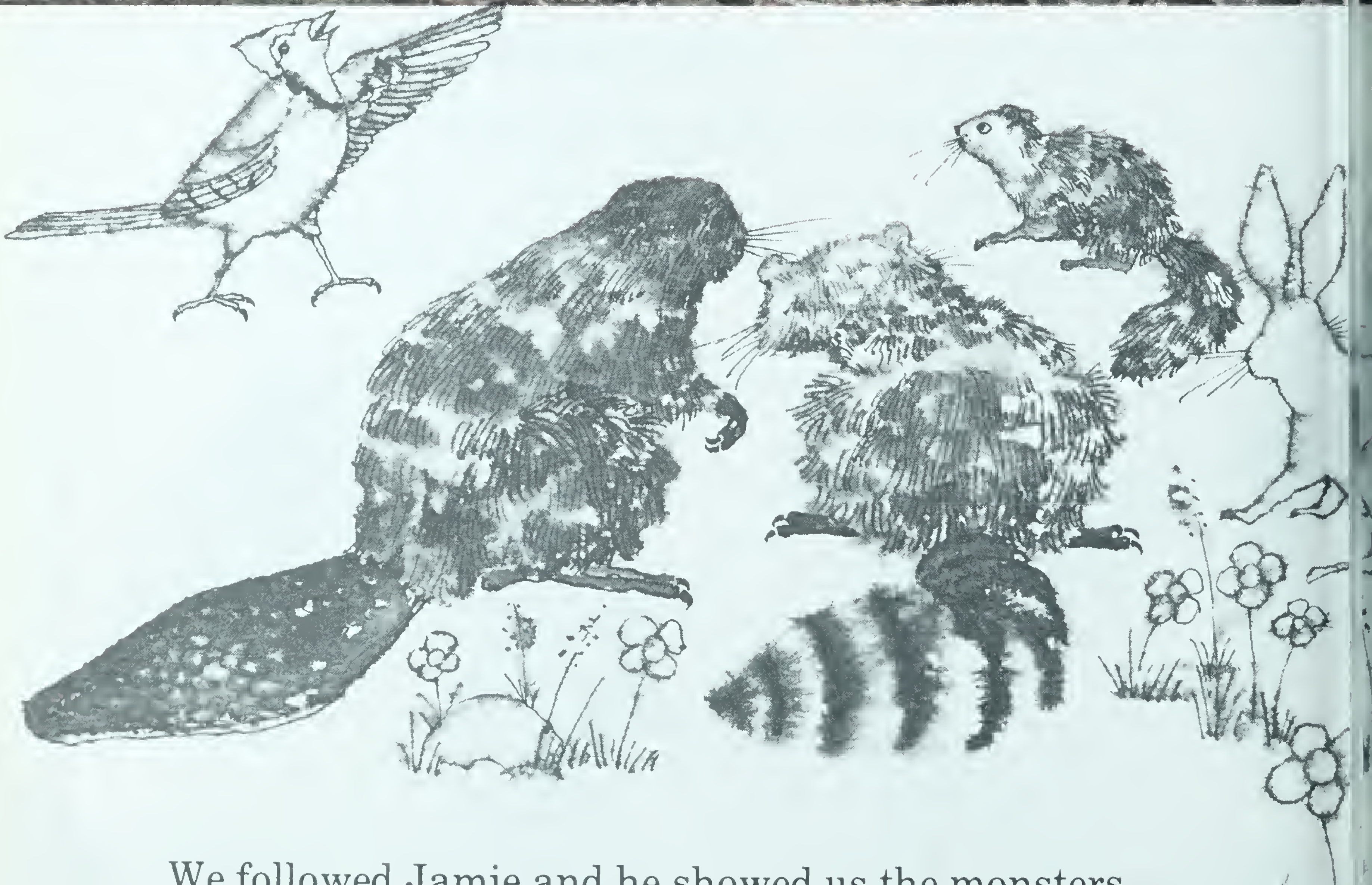
“They have square heads and only one arm with big claws at the end. They are taking away the trees.”



What do you think Jamie saw? A picture has been started for you. Copy it and finish it.

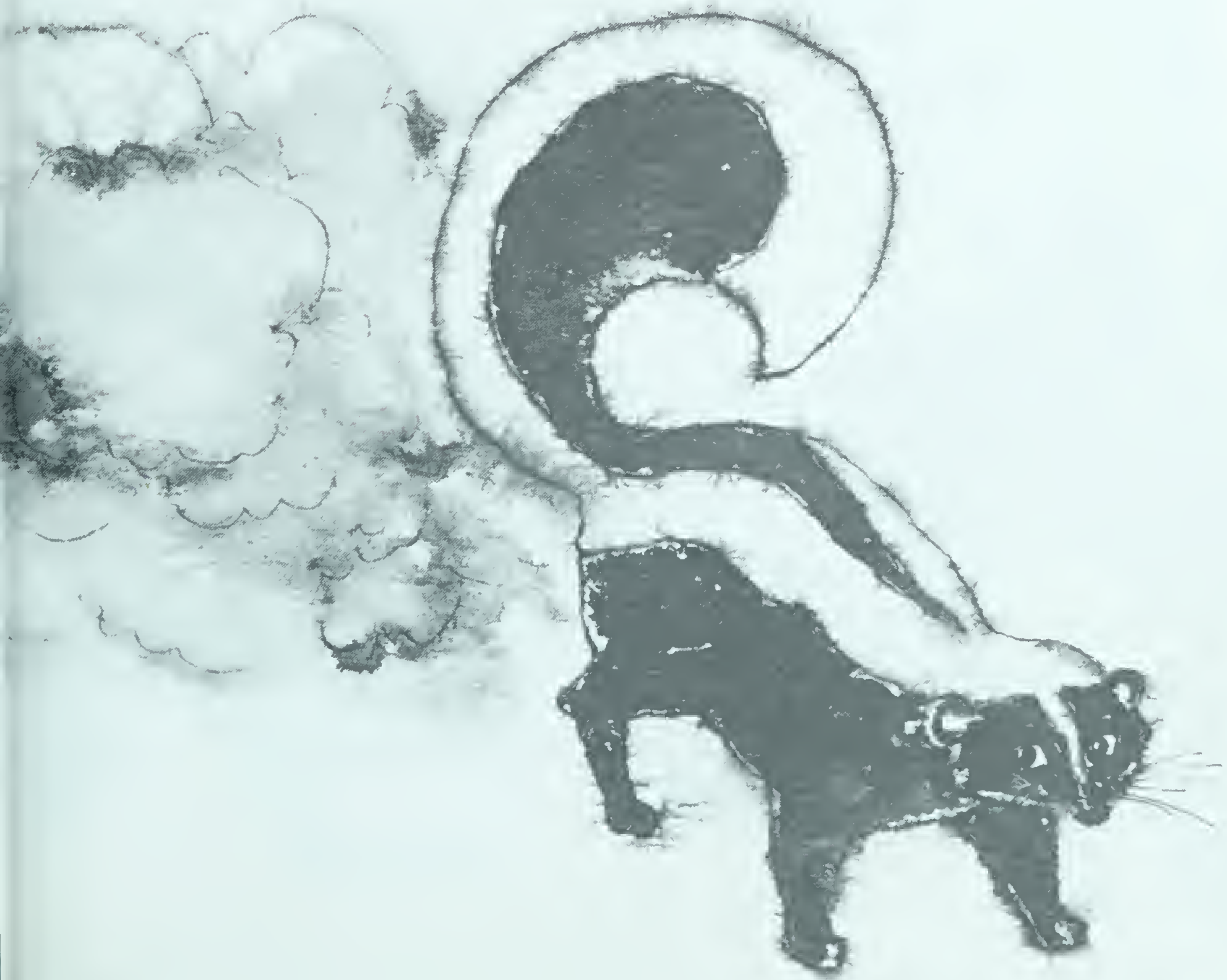


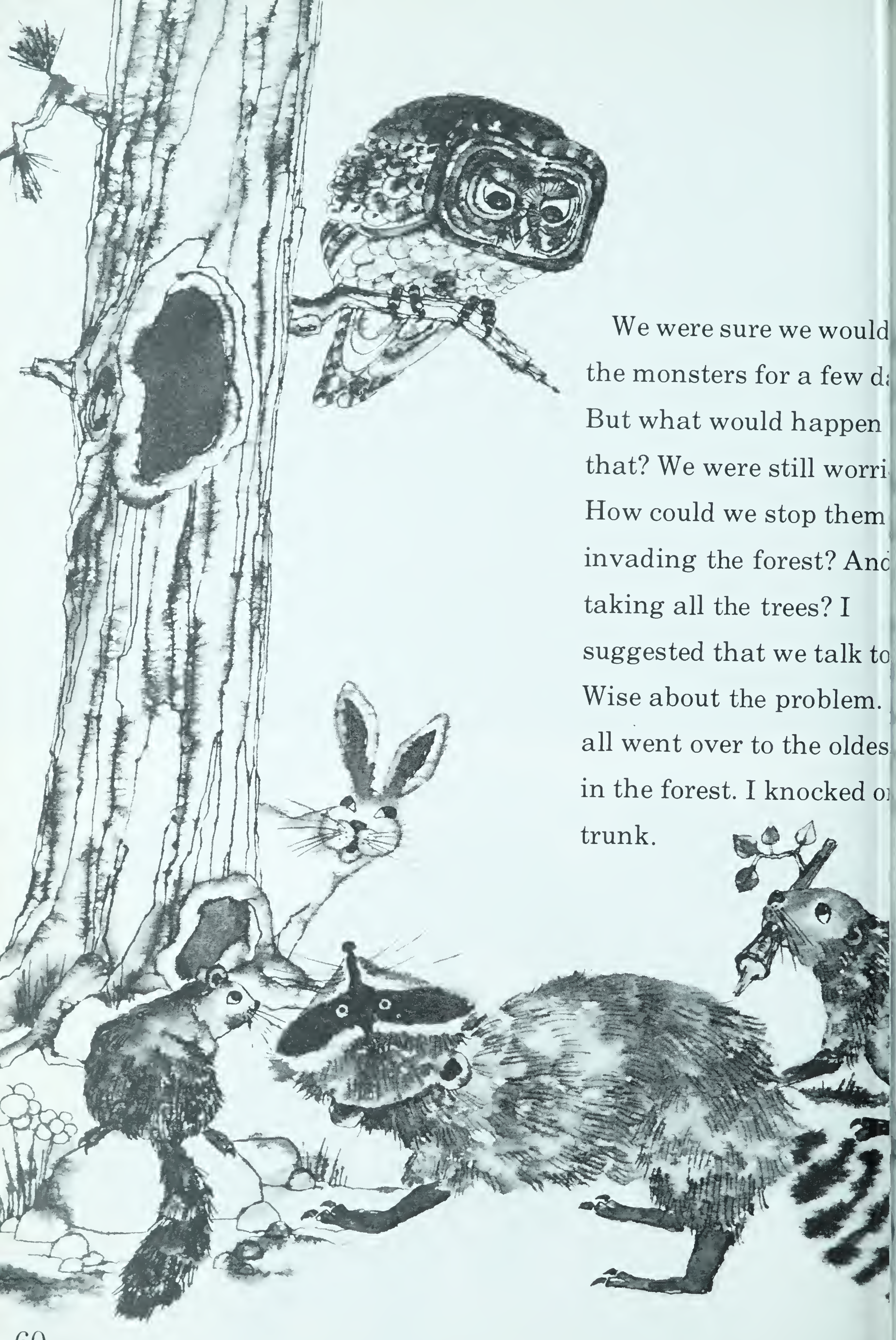




We followed Jamie and he showed us the monsters that were invading the forest.

Samuel began chattering away and jumping up and down. He was so excited he couldn't speak. We all looked at each other. "What could be wrong?" we wondered. Suddenly we realized that his family had been in the tree that the monsters were taking away. This was an emergency. Quickly, Sara Lee Skunk took defensive action. In no time the tree monsters roared away. Samuel's family was saved.





We were sure we would 't the monsters for a few d 's But what would happen 't that? We were still worri l. How could we stop them invading the forest? And taking all the trees? I suggested that we talk to O Wise about the problem. all went over to the oldes in the forest. I knocked o th trunk.

hooo is it? Whooo is it?" a voice said.

s us. It's us," We all cried. "Please come and talk to

told her about the monsters and how we were of them.

Wise spread her wings and said, "Friends, be Don't worry. I have seen those machines before. are not monsters from outer space."

animals all looked at each other. "What are they, " Jamie asked.

s, tell us," we all cried.

Dr. Wise went on, "They are used to put trees on trucks after the trees have been cut down. But first other machines are used.

"Men called woodsmen use power saws to cut down the trees and trim the branches.

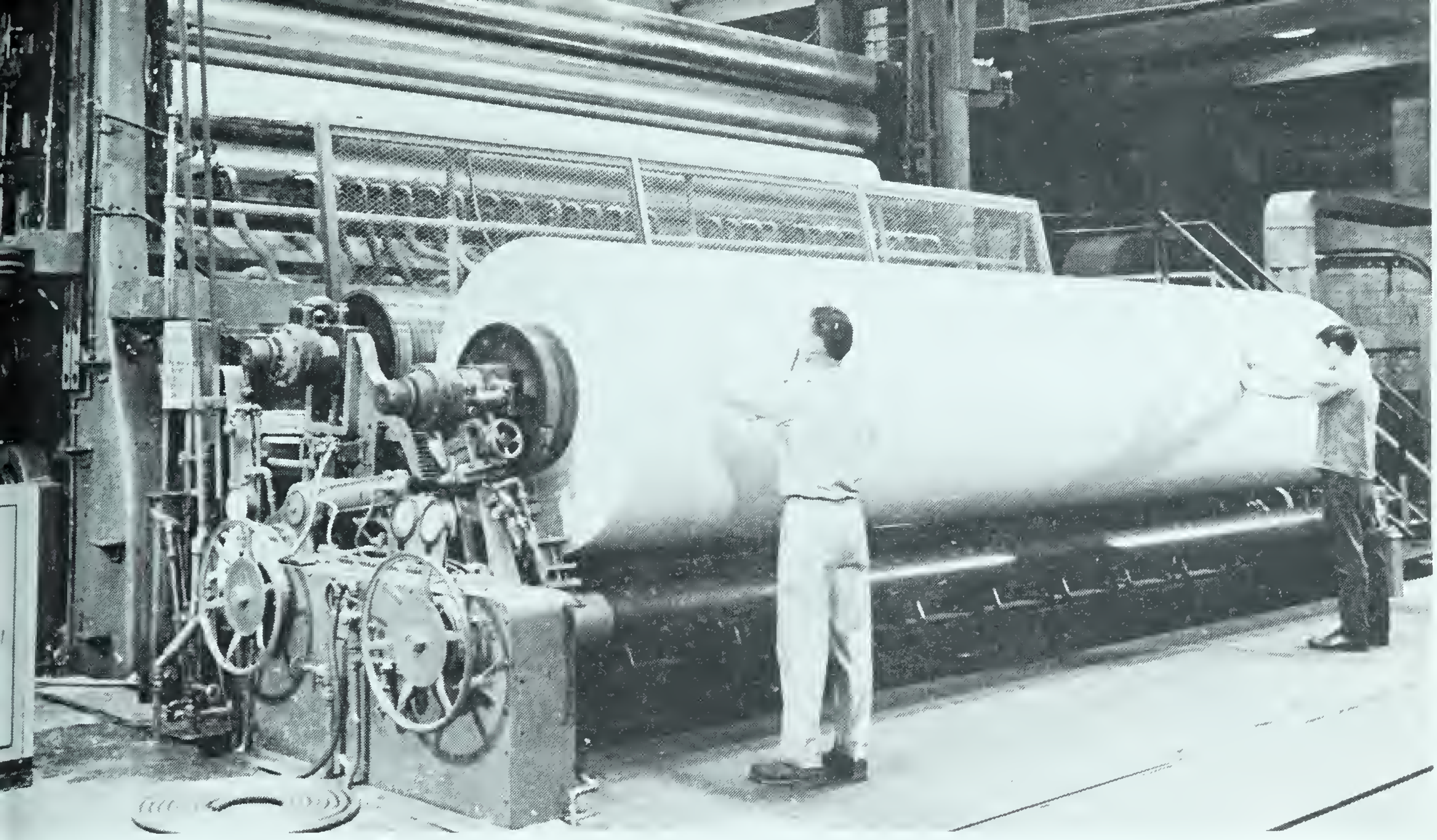
"The trees are dragged out of the forest behind another machine. They call this skidding.

“Later the trees are cut into pulpwood logs which are bout a metre long. These logs are loaded on to railway ars and are taken to the pulp and paper mill.

“At the mill they are dumped into a log pond. They are kept there until they are needed in the mill.

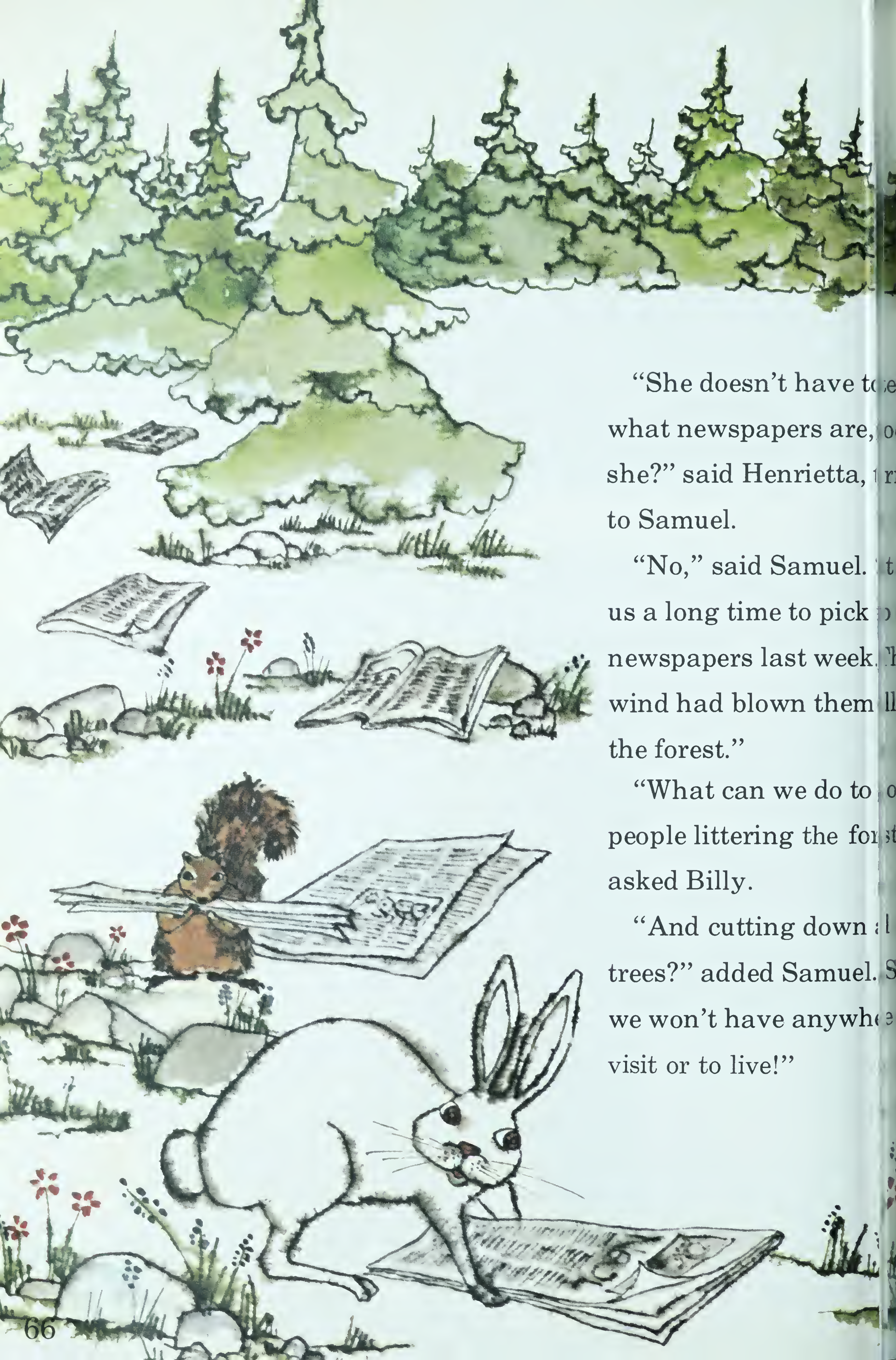
“In the mill the bark is taken off the logs.

“Then the logs are cut into small pieces. Water and special chemicals are added to these wood chips. This mixture is stirred and heated until it looks much like porridge. Then it is ready to be poured on to large screens. The water from the pulp drips through the screens.



e pulp is rolled and dried and cut into long, thin
People call this paper. The paper is made into
olls.

paper made at
Brook is
nt and is used for
newspapers. It is
many places
the world.”

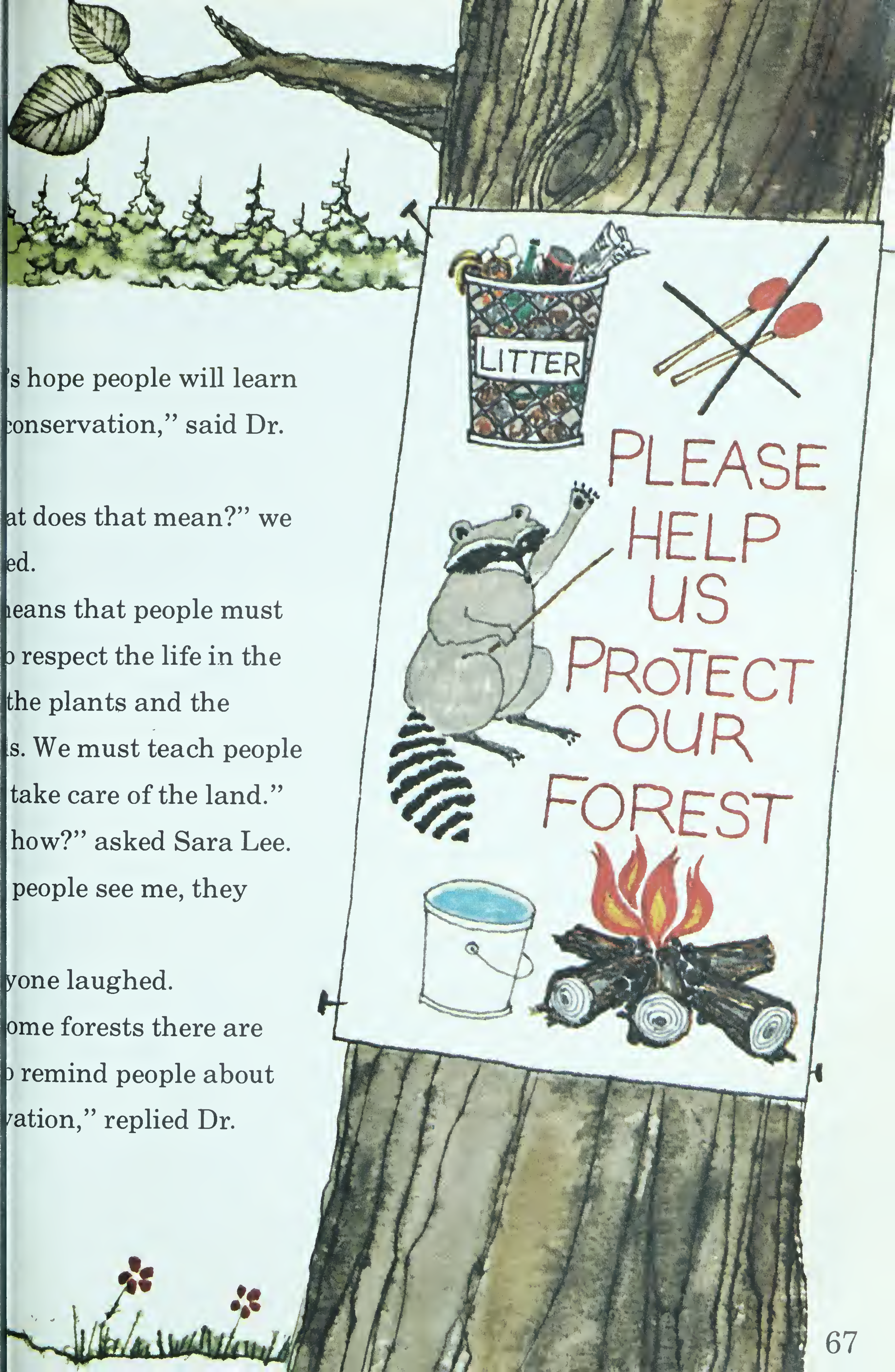


"She doesn't have to el what newspapers are, oe she?" said Henrietta, r to Samuel.

"No," said Samuel. t us a long time to pick newspapers last week. h wind had blown them ll the forest."

"What can we do to o people littering the for st asked Billy.

"And cutting down l trees?" added Samuel. S we won't have anywhe visit or to live!"


LITTER
PLEASE
HELP
US
PROTECT
OUR
FOREST

's hope people will learn
conservation," said Dr.

at does that mean?" we
ed.

eans that people must
respect the life in the
the plants and the
s. We must teach people
take care of the land."

how?" asked Sara Lee.

people see me, they

yone laughed.

ome forests there are
remind people about
vation," replied Dr.

"Also," she went on, "some of the woodsmen in Canada are like farmers. They want to be sure that a hundred years from now there will still be forests. Sometimes they plant new trees in the area where trees have been cut down. People call this reforestation."

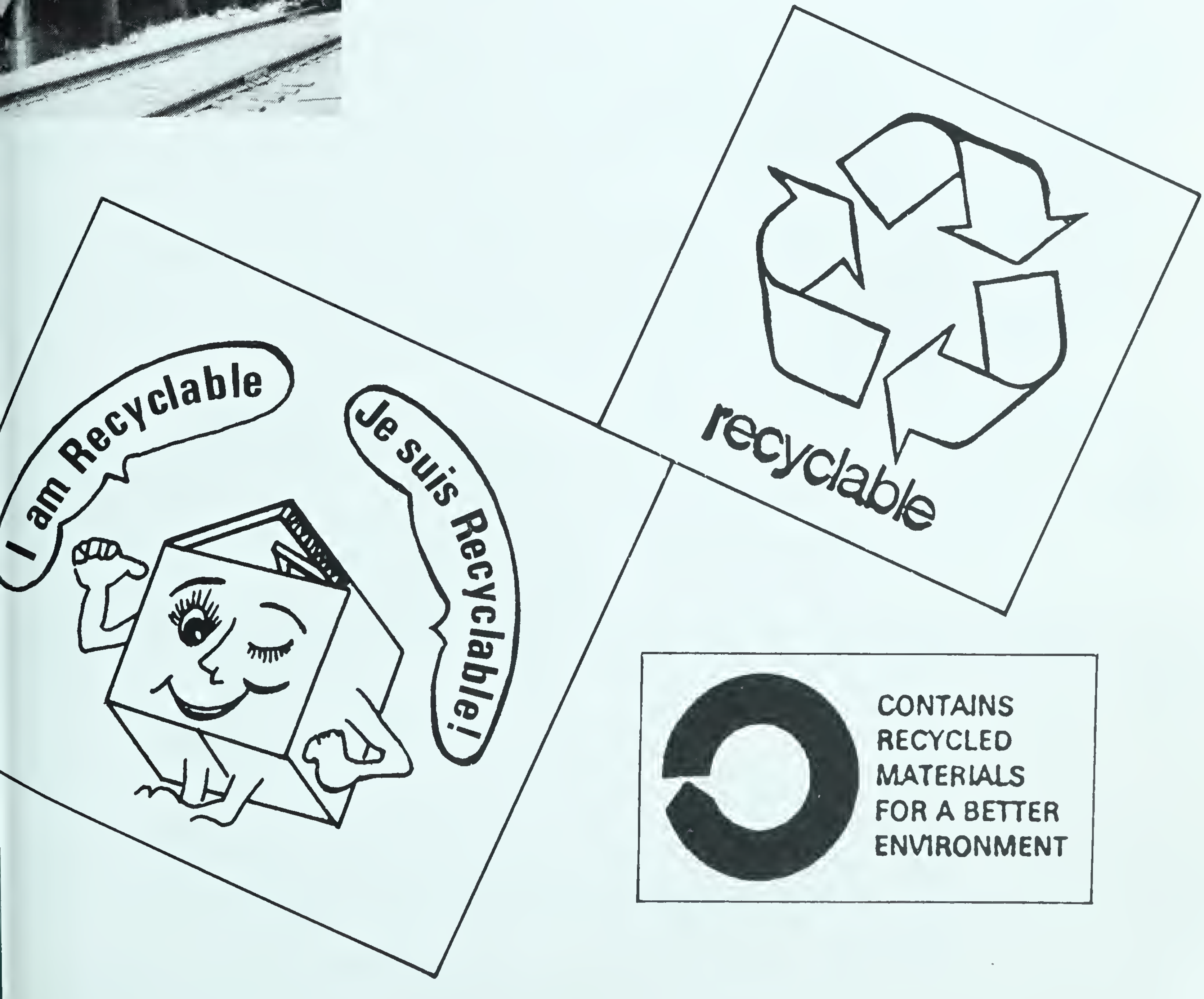
She cleared her throat. Then she continued, "People are also learning that they must use paper wisely and not waste it. When some people finish reading their newspaper they take it to a special place called a recycling depot."

"I'm glad they don't all leave them in the forest," said Samuel, looking at Henrietta.

Then it was Sara Lee's turn to ask a question. "What happens to the newspapers at the recycling depot?" she asked.

RECYCLING DEPOT #1

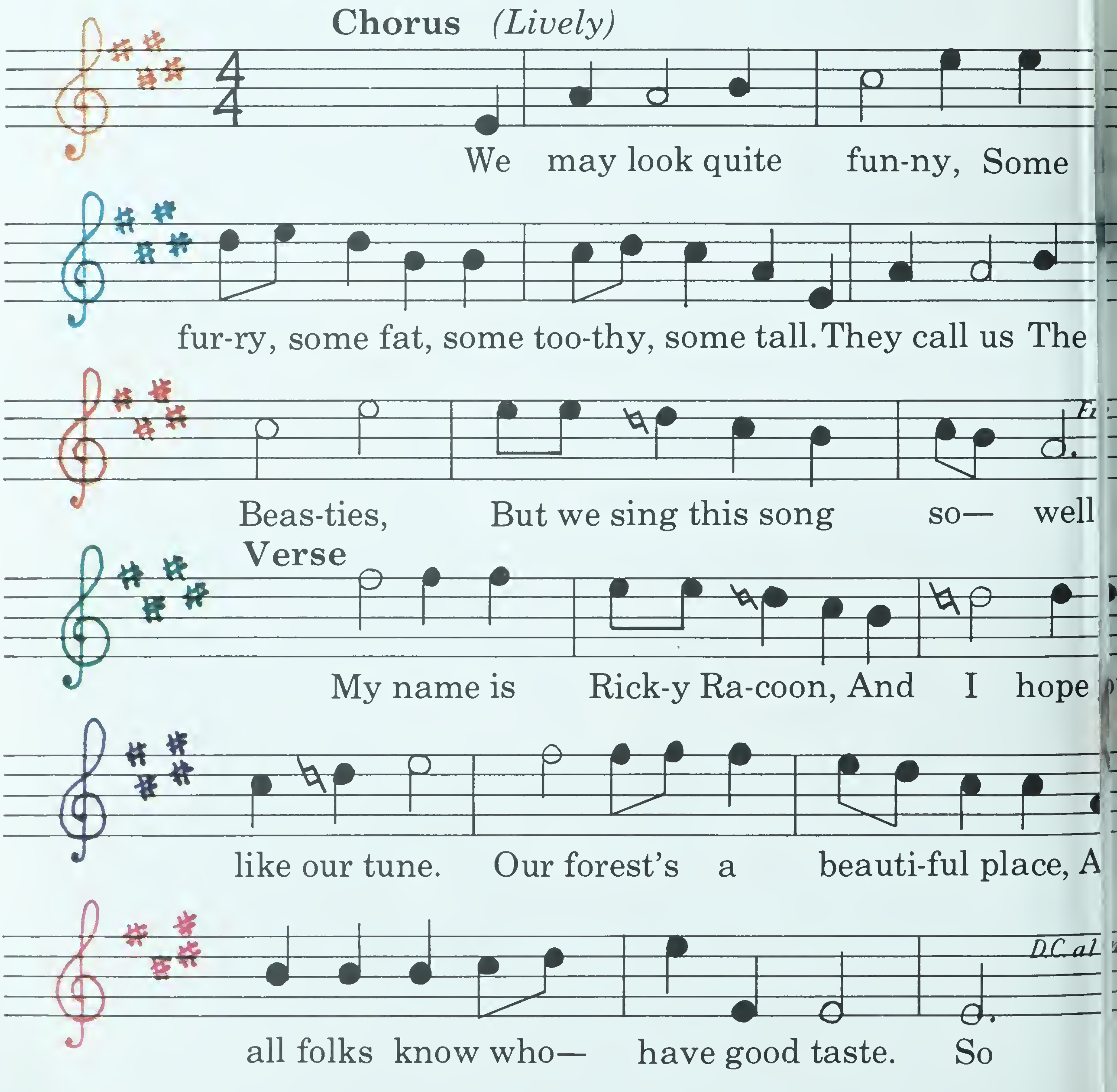
“The newspapers are bundled up and shipped to the mill. There they are made into pulp again,” explained Dr. Wise. “Other chemicals are added and new paper products are made. Some paper products are marked *recyclable* or *recycled.*”


I am Recyclable
Je suis Recyclable!
recyclable
CONTAINS RECYCLED MATERIALS FOR A BETTER ENVIRONMENT

“I wish everyone knew as much as you, Dr. is said. “I hope everyone learns about conservat n reforestation in this generation.”

We all looked at each other. “That's a great lir fo new song!” said Samuel. “Let's get back to our rehearsal. Maybe we could sing our song to th r monsters when they come back.”

SONG OF THE BEASTIES


Chorus (Lively)
We may look quite fun-ny, Some
fur-ry, some fat, some too-thy, some tall. They call us The
Beas-ties, But we sing this song so— well
Verse
My name is Rick-y Ra-coon, And I hope
like our tune. Our forest's a beauti-ful place, A
all folks know who— have good taste. So
D.C. al

©1974, Catherine Valin Brunton, used by permission.

name is Jamie Bluejay,
d I'm here now just to say.
at we like you human guests,
t let me warn, we do not like pests. So

3. My name is Sammy Squirrel,
And my head's just in a whirl,
Hours of my time picking up litter,
That's not fair for this little critter. So

4. My name is Billy Beaver,
And you know I'm quite eager,
On many fires I've scorched my tail,
When campers forgot both water and pail. So

5. My name is Sara Lee Skunk,
And I live in this tree trunk,
Rich resources I think you'll find,
The forest's gift to all mankind. So

6. My name is Doctor Wyn Wise,
And I'm one to use my eyes,
Conservation and reforestation,
Are the jobs of our generation. So

Whose verse is missing?
What do you think she would write about?
Write the verse for her.

social and
environmental
studies

McGraw-
Ryerson

7759

CANADA CLOSE-UP

people of the plains

CANADA CLOSE-UP

CANADA CLOSE-UP ITEMS

Three Student's Booklets:
  Coast to Coast, ISBN 0-07-077594-X
  Je suis canadien, ISBN 0-07-077595-8
  People of the Plains, ISBN 0-07-077596-6
Audio-Visual Kit, ISBN 0-07-077597-4
Teacher's Resource Book, ISBN 0-07-077598-2

people of the plains

SOCIAL AND ENVIRONMENTAL STUDIES PRO

social and
environmental
studies

A Canadian Elementary 1-6
Social Studies Program

The World of Me

Beaver Hill: The Brambles
Beaver Hill: Spookane Estate
Beaver Hill: Travels with Mr. Tremors

Canada Close-Up: Coast to Coast
Canada Close-Up: Je suis canadien
Canada Close-Up: People of the Plains

The World of People: The Global Village

The World of People: The Eastern Hemisphere

The World of People: The Western Hemisphere

GENERAL EDITOR

Benjamin Vass
Coordinator of Geography
Board of Education for the Borough of North York
Ontario

CONSULTANTS

Donna Hopper Nathanson
Victoria Village Public School
Toronto, Ontario

Carole Riddolls
Formerly Primary Consultant
Board of Education for
The Borough of North York, Ontario

Frances McLeod
Formerly Primary Consultant
Ontario County Board of Education
Oshawa, Ontario

Hazel Fletcher
Master, Methods and Social Studi
Toronto Teachers' College
Toronto, Ontario

Diva Frosell Anderson
Rockford Public School
Toronto, Ontario

Liisa North
Assistant Professor
Department of Political Science
York University, Ontario

Juan Maiguashea
Associate Professor
Department of History
York University, Ontario

SERIES EDITOR

Susan Kiil

CANADA CLOSE-UP

Authors

Donna Hopper Nathanson
Victoria Village Public School
Toronto, Ontario

Peter Nowell
Glen Park Public School
Toronto, Ontario

Penny Campbell
Cliffwood Public School
Toronto, Ontario

Artists

Dinosaurs to Derricks: Don Morrison
The End-of-the-Earth People: J. Merle Smith
City on the Grow: Ruth Bagshaw

people of the plains

METRIC EDITION

McGRAW-HILL RYERSON LIMITED
Toronto Montreal New York London
Sydney Johannesburg Mexico Panama
Düsseldorf Kuala Lumpur New Delhi São Paulo

PHOTOGRAPH ACKNOWLEDGEMENTS

The End-of-the-Earth People, pp. 21-43: John Foster.

City on the Grow, pp. 47-51, 53: Glenbow-Alberta Institute, p. 52: Imperial Oil Limited, p. 54: Canadian Government Travel Bureau, pp. 55 and 64: Husky Tower Limited, pp. 58, 62-3, 66 and 69: Susan Kiil, p. 59: Keith Construction Co. Ltd., p. 63: Canadian Press, p. 67: Royal Architectural Institute of Canada, p. 68 top: Calgary Stampede photo, foot: Calgary White Hatters.

CANADA CLOSE-UP: PEOPLE OF THE PLAINS

Social and Environmental Studies Program

Copyright © McGraw-Hill Ryerson Limited, 1975. All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form, or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of McGraw-Hill Ryerson Limited.

ISBN 0-07-077596-6

1 2 3 4 5 6 7 8 9 (SM-75) 4 3 2 1 0 9 8 7 6 5

Printed and bound in Canada

CONTENTS OF STUDENT'S BOOKLETS

Coast to Coast

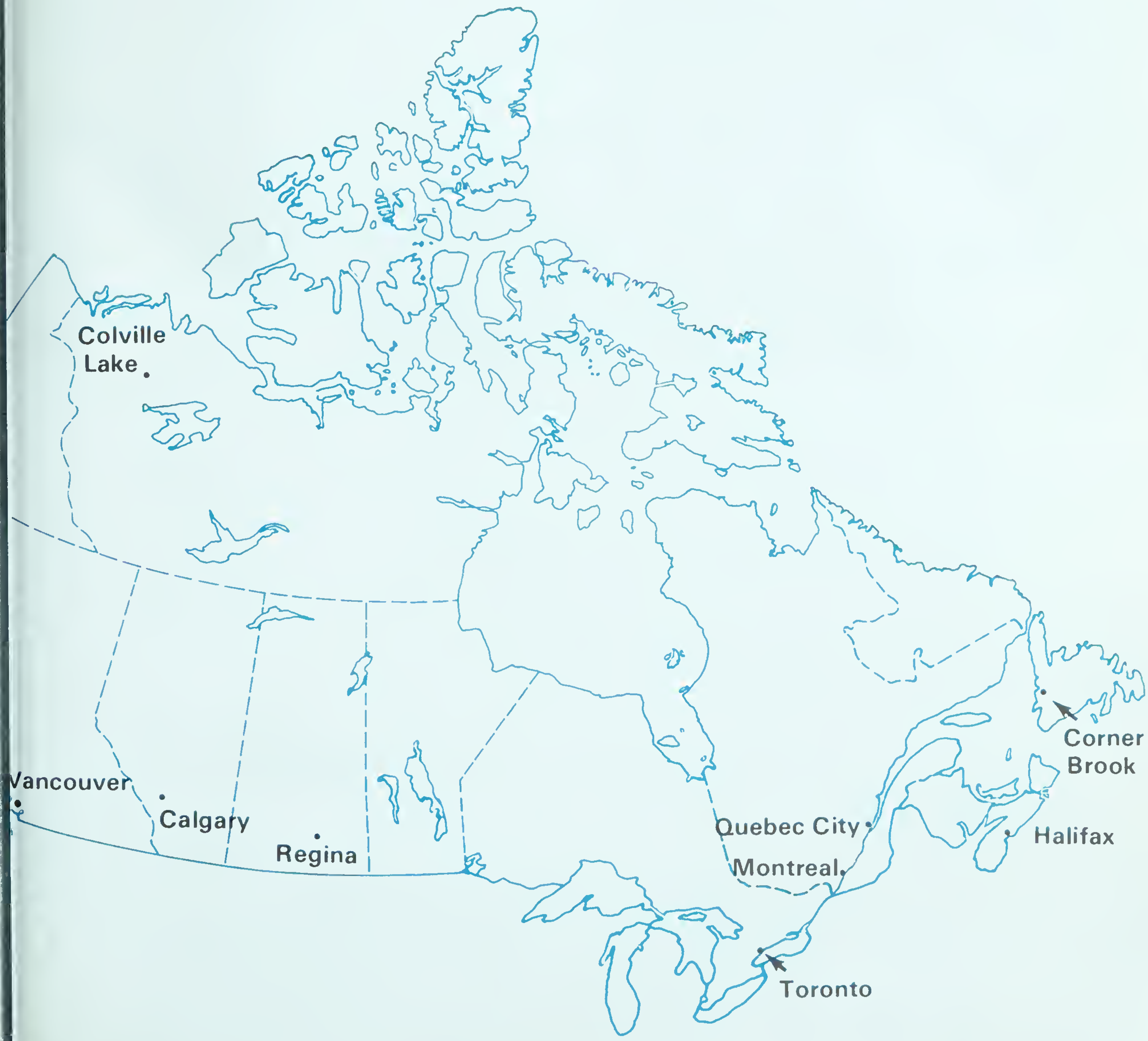
Detective at Work: Halifax
What Is a City?: Toronto
Living with Nature: Vancouver

Je suis canadien

Gateway to the World: Montreal
Je suis canadien: Quebec City
The Tree Monsters: Corner Brook

People of the Plains

From Dinosaurs to Derricks: The Prairies, *page 6*
The End-of-the-Earth People: Colville Lake, *page 20*
City on the Grow: Calgary, *page 46*


Colville Lake
Vancouver
Calgary
Regina
Quebec City
Montreal
Toronto
Corner Brook
Halifax

From Dinosaurs to Derricks

The Prairies

(A Play in Two Acts)

Characters in the Play

MOTHER
AUNT PAULA
SANDRA
MIKE
GRANDPA
NARRATOR
JAKE RIDOUT

Act One, Scene One

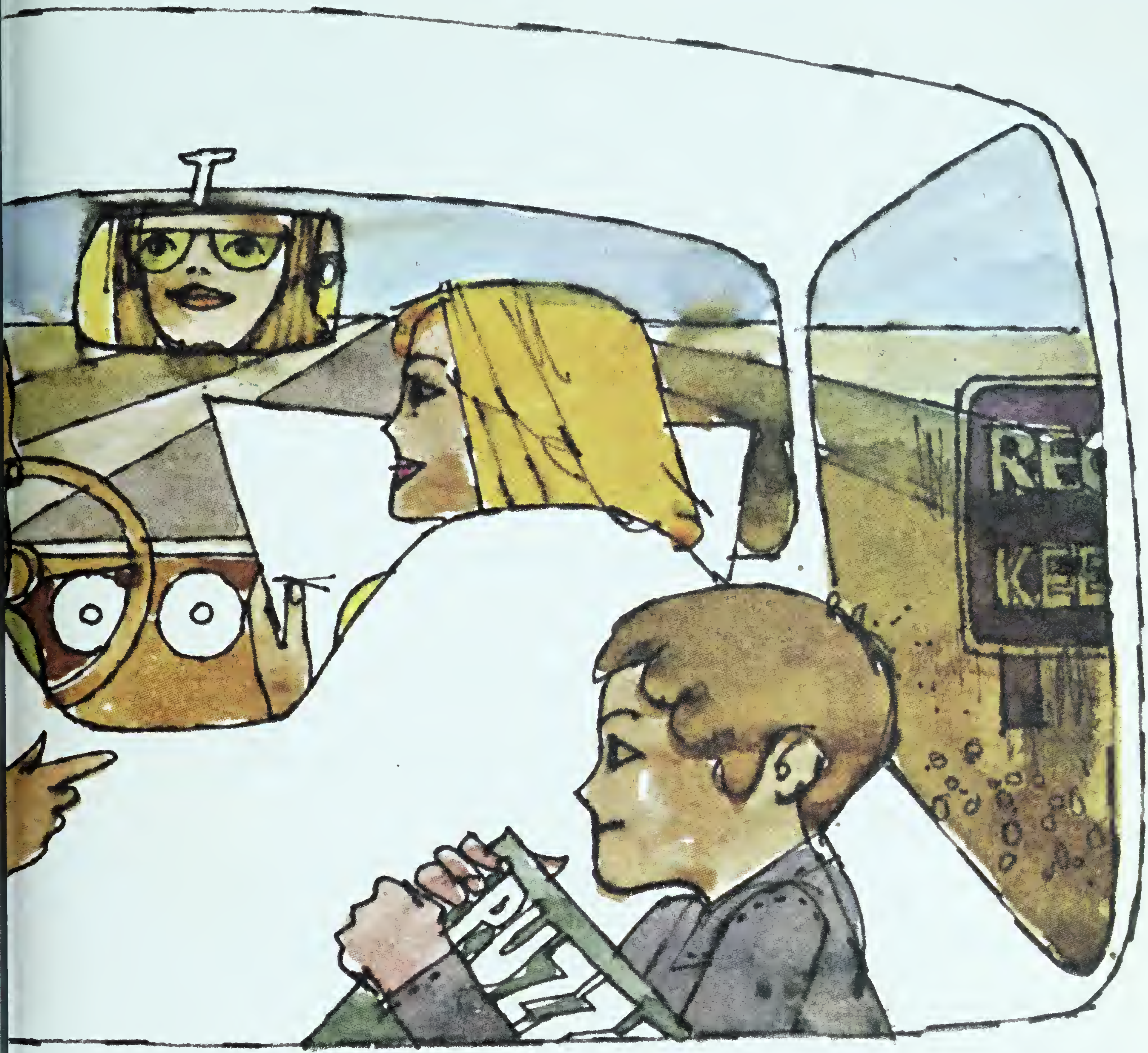
Narrator: The Goloskys are travelling by car to visit their grandfather. Regina is a long way from their home. It has been a long drive and the children are tired and cranky.

Mike: Come on! Give me my puzzle.

Sandra: You're not even using it. And I've already started it.

Mike: Mom! Sandra won't give me my puzzle.

Mother: Come on, you two. Please try to behave. We're all tired, you know.

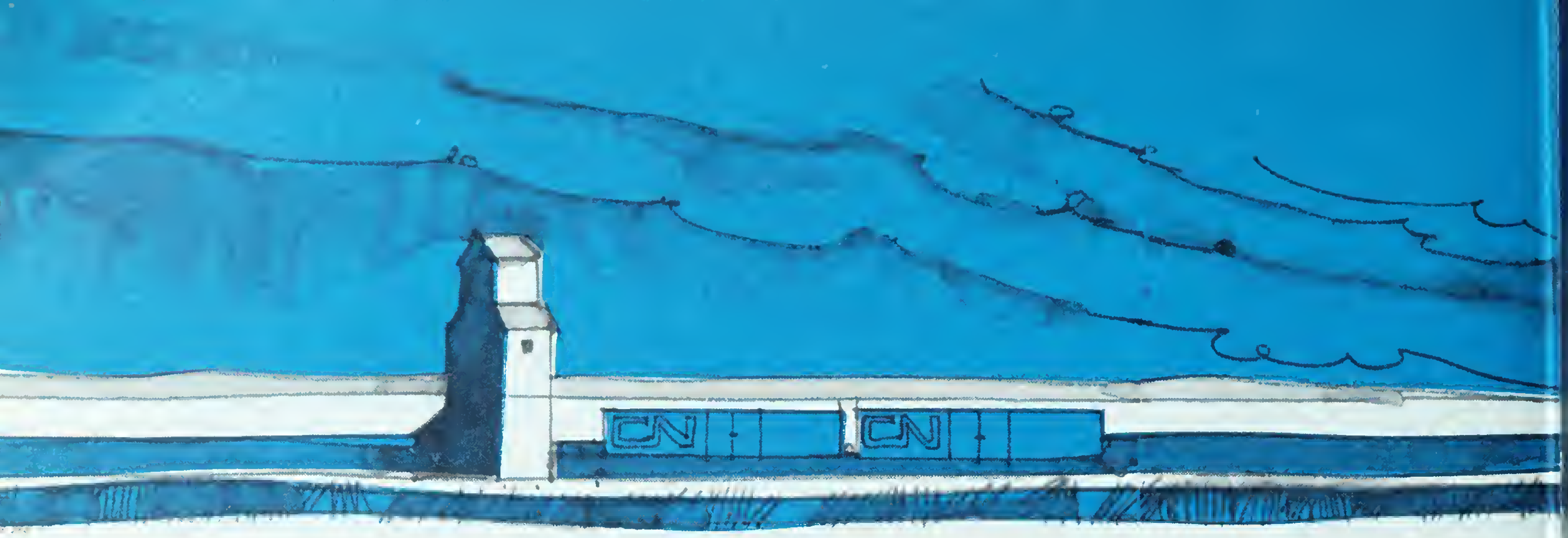


Mike: When are we going to get there? When will we see Grandpa? How much farther is it?

Sandra: We've been in this car for so long! Maybe we won't be able to walk by the time we get there!

Aunt Paula: (taking out a map) Well, let's see how far we have come and how far we still have to go.

Using a string and a map of Canada, measure the distance from your home to Regina. Tell what Aunt Paula will say to answer Mike's question.



Act One, Scene Two

Sandra: This isn't like where we live, is it? Just miles and miles of flat land. It seems to go on for ever.

Mike: The land even touches the sky.

Sandra: Oh, it does not! The land doesn't touch the sky. It only looks that way.

Sandra: (sitting on the edge of her seat) Mom. Why is the land so flat here? At home the land is . . .

Use your own words to tell what the land is like where you live. Is it all flat? Are there hills? Mountains? Lakes? Streams?

Mother: Well, I was told that there was a glacier that covered this area thousands of years ago. The ice was thicker than any we have ever seen. It was more than three kilometres thick!

Children (both at once) Three kilometres!

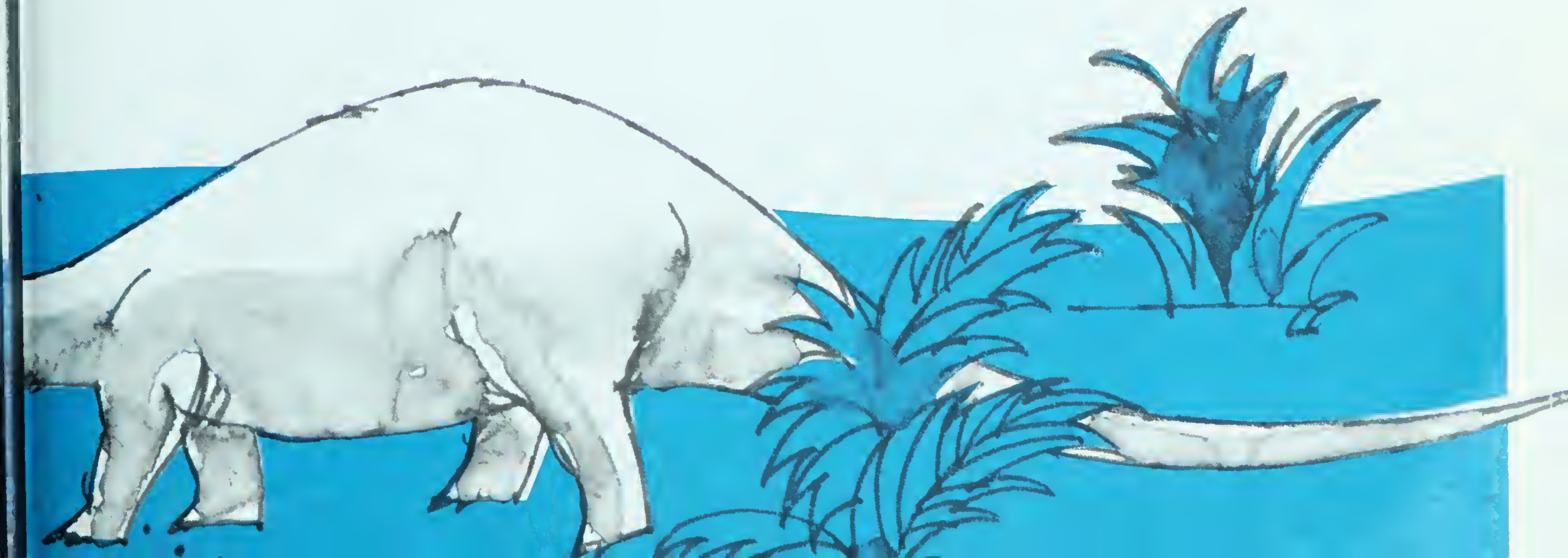
Sandra: How did the ice get that thick?

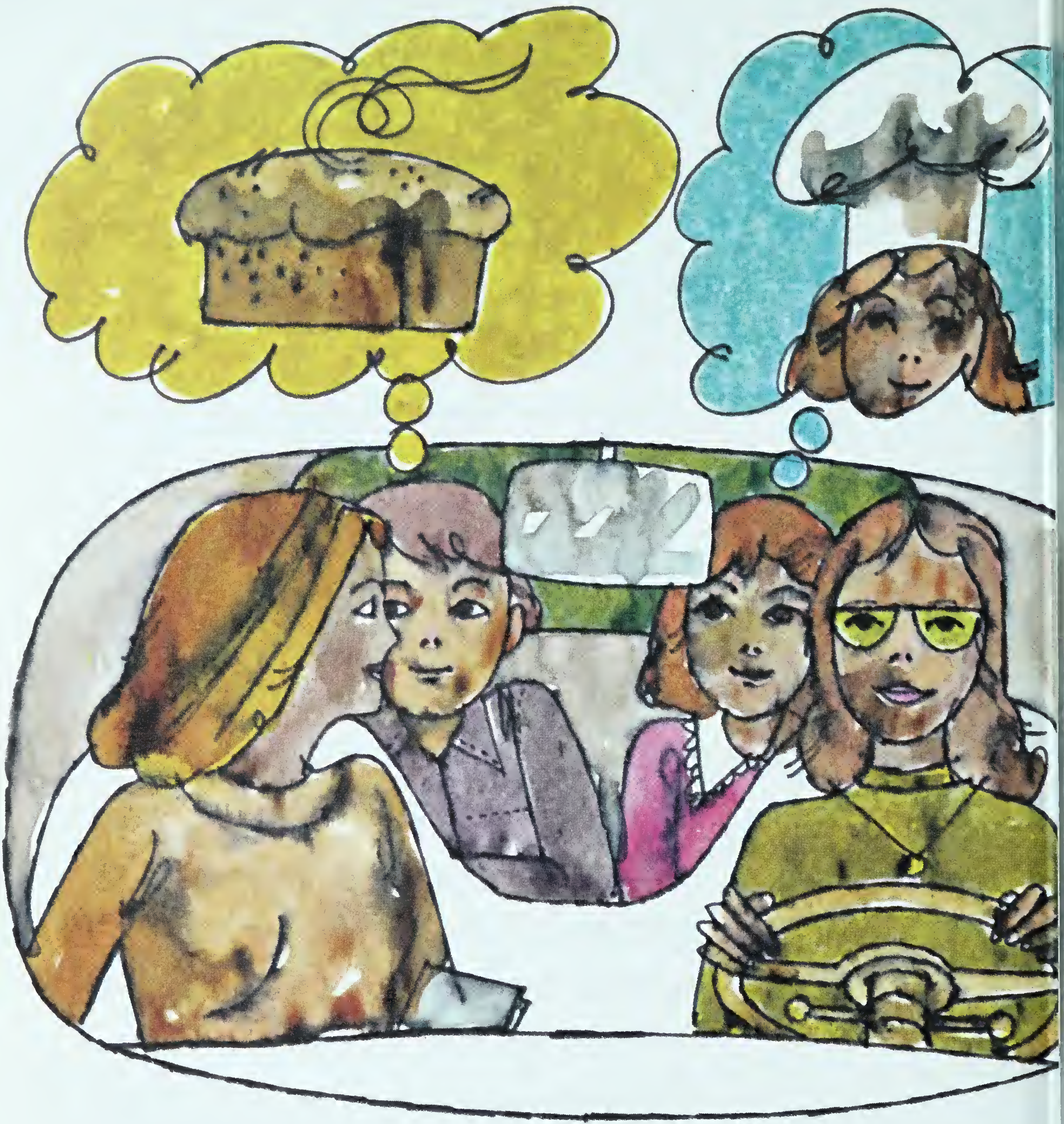
Mother: I really don't know. But that ice was so heavy that, as it moved, it scraped away the top of the land. After many years the ice melted and drained away. There was also a huge sea that once covered this area. That was before the ice came. It also helped to make the land flat.

Sandra: Do you know what Dad said before we left? He said there were dinosaurs here once. Is that true? I wonder what killed them?

Mike: (suddenly becoming interested) Dinosaurs? Where? Out there? (pointing out the window)

Aunt Paula: (laughing) No. Not now, Michael. But there may have been some there many years ago. Now you can only see them in museums. And I believe there are some in a park in Calgary. Some models, that is.





Act One, Scene Three

Mother: This land is very much like Grandpa's. We must be almost there. Grandpa is very lucky to have a farm in this part of the Prairies. Here the land is flat and the soil is good. This makes it easier for him to grow his crops. I think it's better land than ours.

Aunt Paula: (turning to the children) Did you know that this part of the Prairies is very important to Canada and to the rest of the world? Do you know why?

Mike: I do!

Tell what you think Mike said.

Sandra: Is our home important to Canada too?

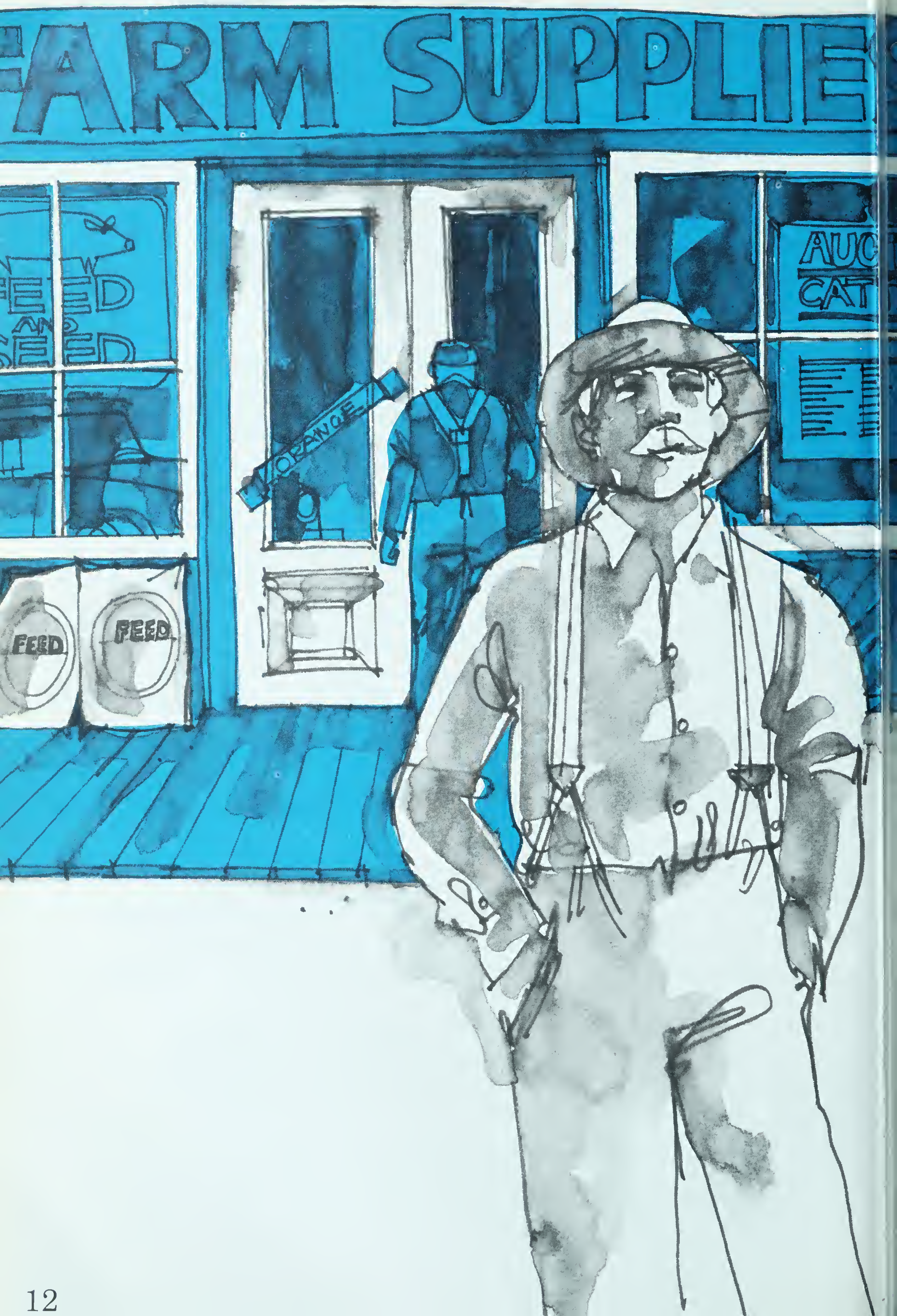
Mother: Yes.

Use your own words to tell why your community is important to Canada.

Mike: Can we pick some of Grandpa's wheat and make our own bread when we get there? Can we, Mom?

Sandra: That's a great idea!

Mother: I wish it were that simple. I'm afraid we will have to buy the flour from the store. Grandpa doesn't make his own. But I know he has a special recipe for making bread. Maybe we can help him make some.


FARM SUPPLIES
FEED AND SEED
ORANGE
FEED
FEED
AUC
CAT

Act Two, Scene One

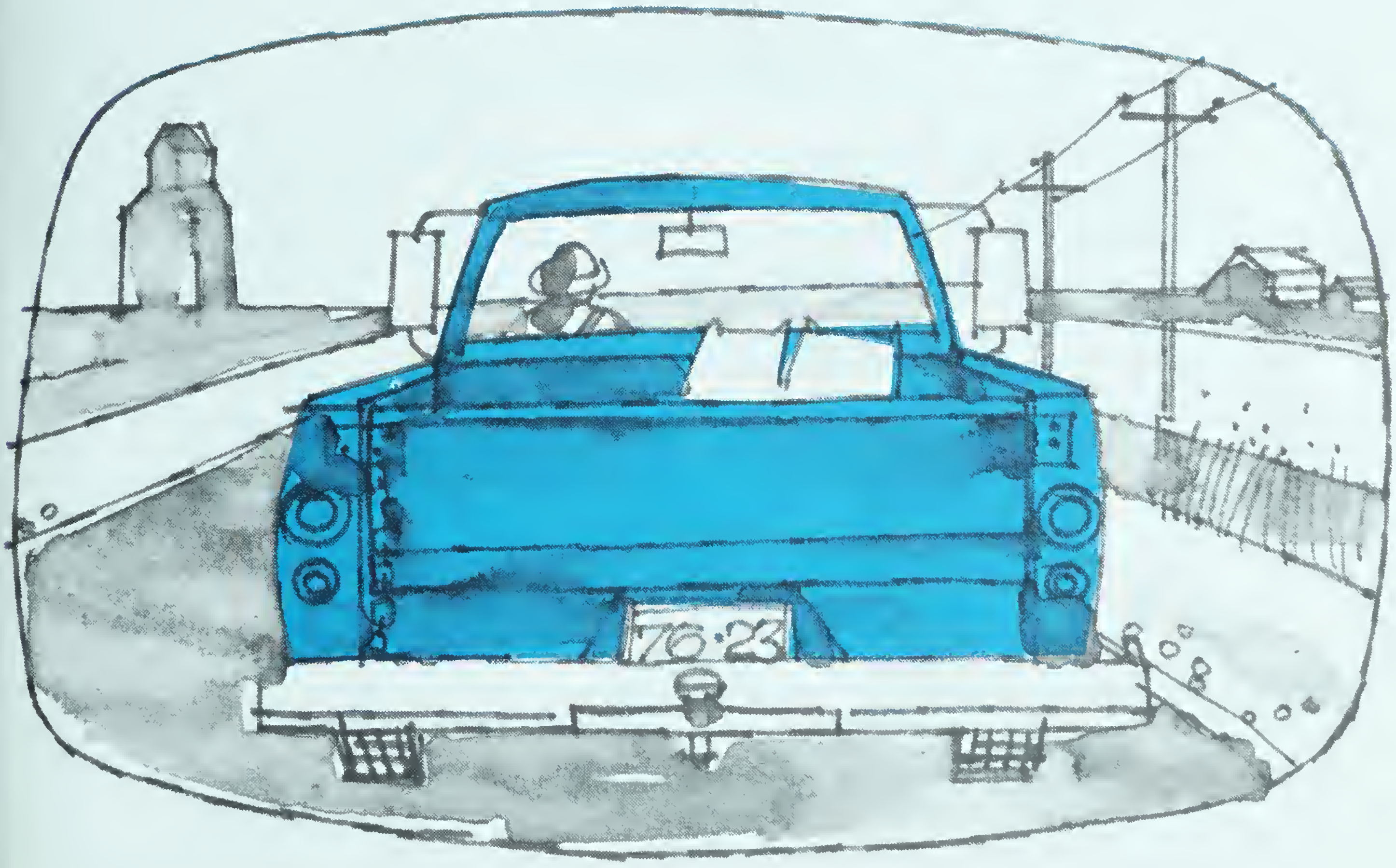
Mike: (jumping up and down) We're almost there!

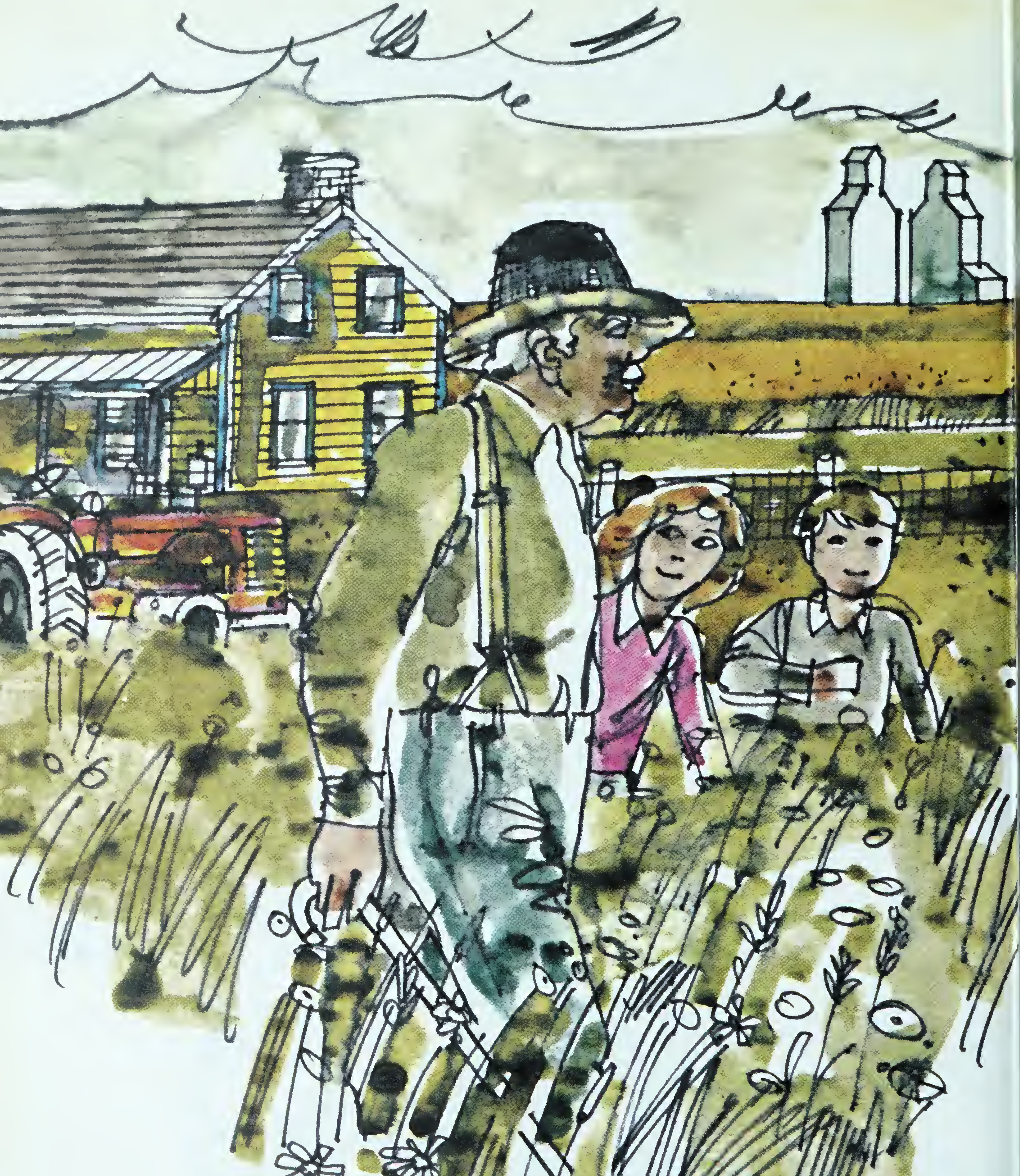
Mother: (looking at a small piece of paper) This is where he said to meet him. Let's see. It must be at those lights.

Sandra: Yes. There he is. There's Grandpa!

Narrator: Yes, it was Grandpa all right. And he was just as excited to see them.

The family met Grandpa in Regina and followed him in his truck to his farm. Tell what the narrator will say about the trip to Grandpa's farm.





Act Two, Scene Two

Narrator: Everyone was happy and excited to be on the farm. Early in the morning they would get up and eat breakfast. Then the children would go with their grandfather to help with the chores. One day, when they were walking through the fields . . .

Grandpa: (with his arms around the children as they walk) You two really have been a big help this week. It makes the chores seem easier just having you with me. What chores do you do at home?

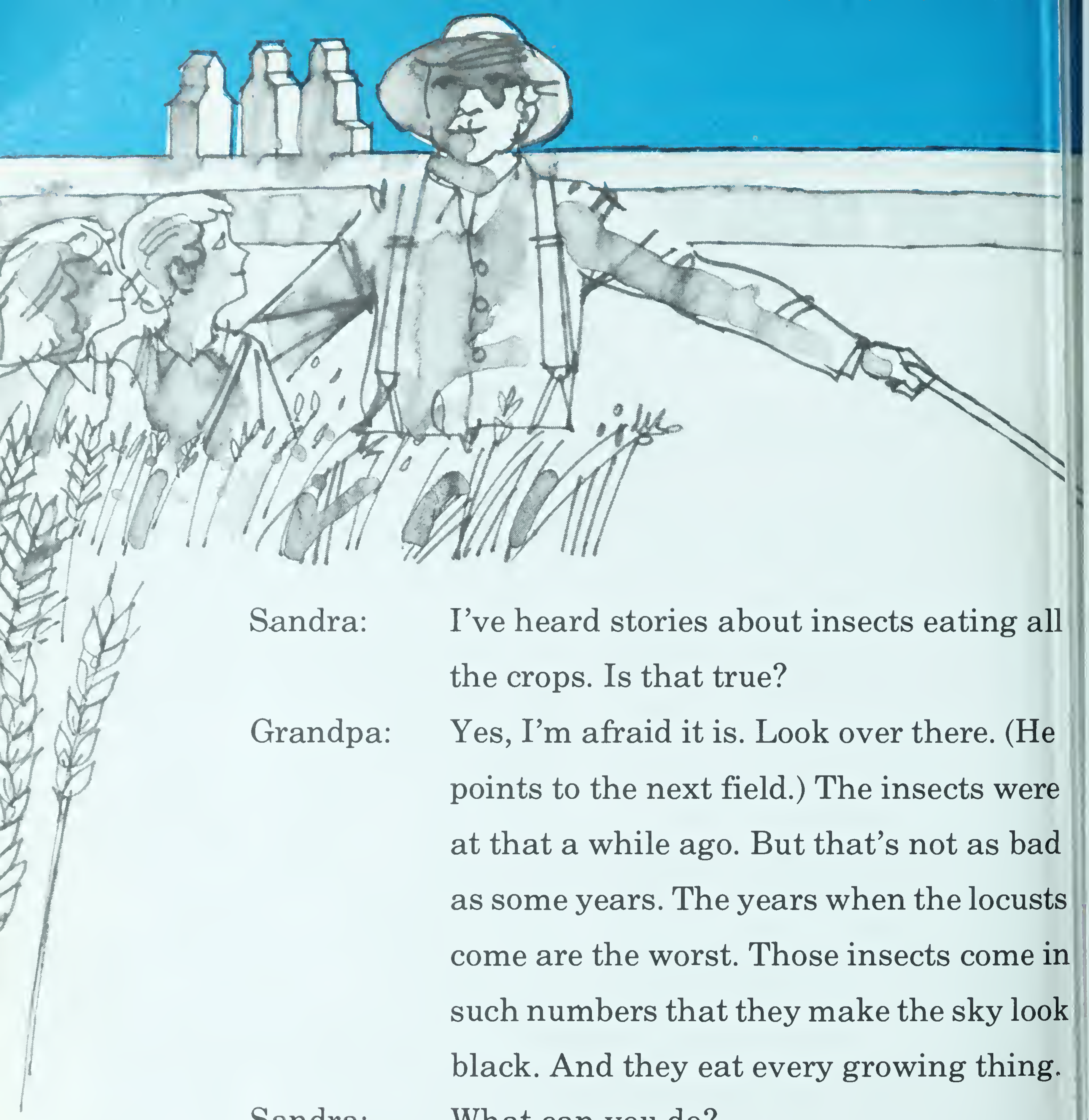
Mike: I . . .

Sandra: And I . . .

Use your own words to answer Grandpa's question for Mike and Sandra.

Mike: Grandpa, is it hard to grow wheat?

Grandpa: Not really. But there are years when there are problems. Some years it doesn't rain for a long time and the crops die. Then, other years there are the insects.



Sandra: I've heard stories about insects eating all the crops. Is that true?

Grandpa: Yes, I'm afraid it is. Look over there. (He points to the next field.) The insects were at that a while ago. But that's not as bad as some years. The years when the locusts come are the worst. Those insects come in such numbers that they make the sky look black. And they eat every growing thing.

Sandra: What can you do?

Grandpa: Well, you can't do much about problems like that. And it's very upsetting to work so hard and then have everything destroyed. Then there are the years when the crops grow too well and we have too much grain. We can't sell it all. So the surplus grain just sits in the grain elevators. Sometimes you just can't win!

Mike: Why don't you come and live with us? Then you wouldn't have to worry about these things. And you could help Mom and Dad.

Sandra: Or Aunt Paula with her business.

Grandpa: Oh no. It's not that bad. Prairie farmers always have hope that next year will be better. And we like working with nature. And having the room to spread out and not be crowded by other people, other farms, traffic jams. You talk to people in the cities. They have their problems too. Wait till you hear Jake's stories tonight. He's always having things go wrong at his plastics factory.

Act Two, Scene Three

Narrator: Jake Ridout arrived soon after dinner that night. He hardly had time to take off his jacket before the children were asking him questions.

Mike: Jake, tell us about your problems.

Jake: (looking surprised) What problems are these?

Mike: The ones at your factory.

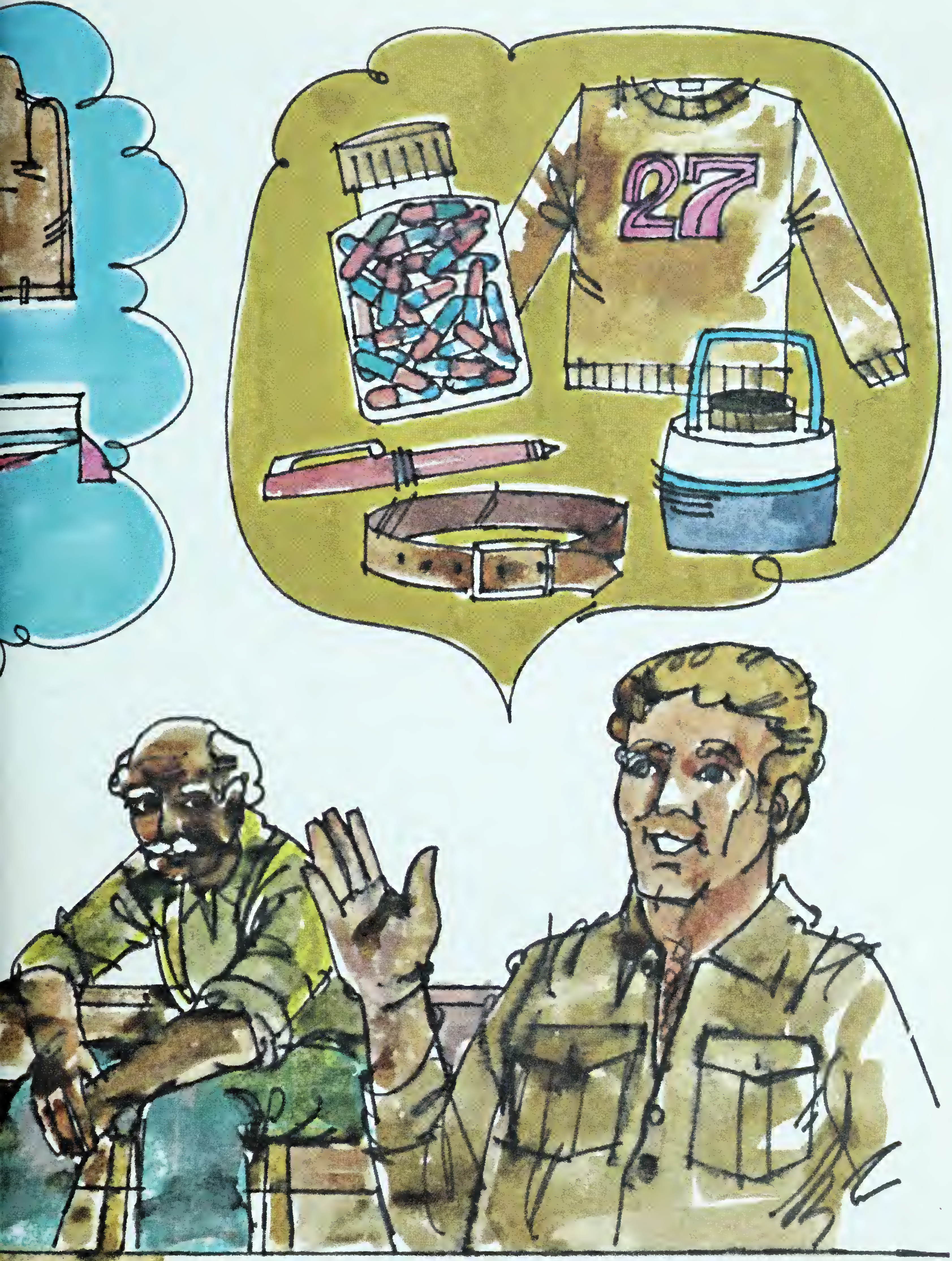
Sandra: How do you make plastics? Do you make toys?

Jake: Well, plastics are made from oil.

Sandra: Oil? You mean our toys are made out of oil?

Jake: Yes. And not just your toys, but some of your medicines, too.

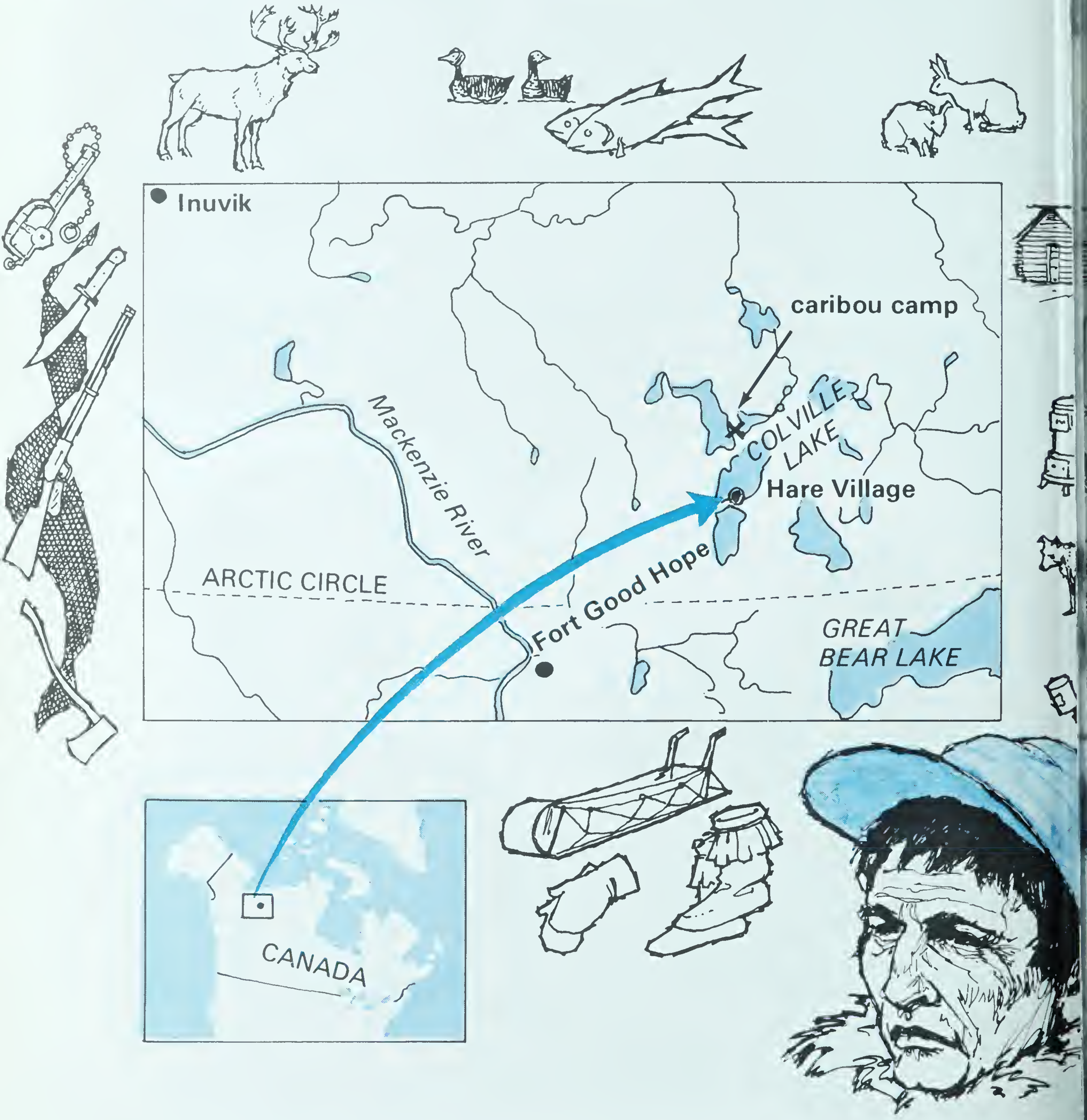
Mike: What is a derrick?



What other questions do you think the children will ask Jake? Find out the answers to them. Write the rest of Scene Three.

The End-of-the-Earth People

Colville Lake


Inuvik
caribou camp
COLVILLE LAKE
Hare Village
Mackenzie River
ARCTIC CIRCLE
Fort Good Hope
GREAT BEAR LAKE
CANADA

North of the Arctic Circle, a small log-cabin village has grown up beside a lake. You cannot travel to this village by road. There are no water taps, no telephones, no electricity, and no mailmen.

are village.

This village is home for about 70 Hare Indians.

Many years ago, this tribe of Indians caught the Arctic hare for food. Because they depended on this small animal for food and clothing, they were given the name Hare Indians. During some winters there were not enough Arctic hares to feed all the Indians. Many of them died of starvation.

ORTHWARD AVIATION

This photograph shows the fastest way to get to the village. What other ways can you think of to get there?

To the villagers, the arrival of the airplane might mean mail from Fort Good Hope, supplies for the trading post, the older children home for vacation from the live-in school at Inuvik, or visitors to chat with.

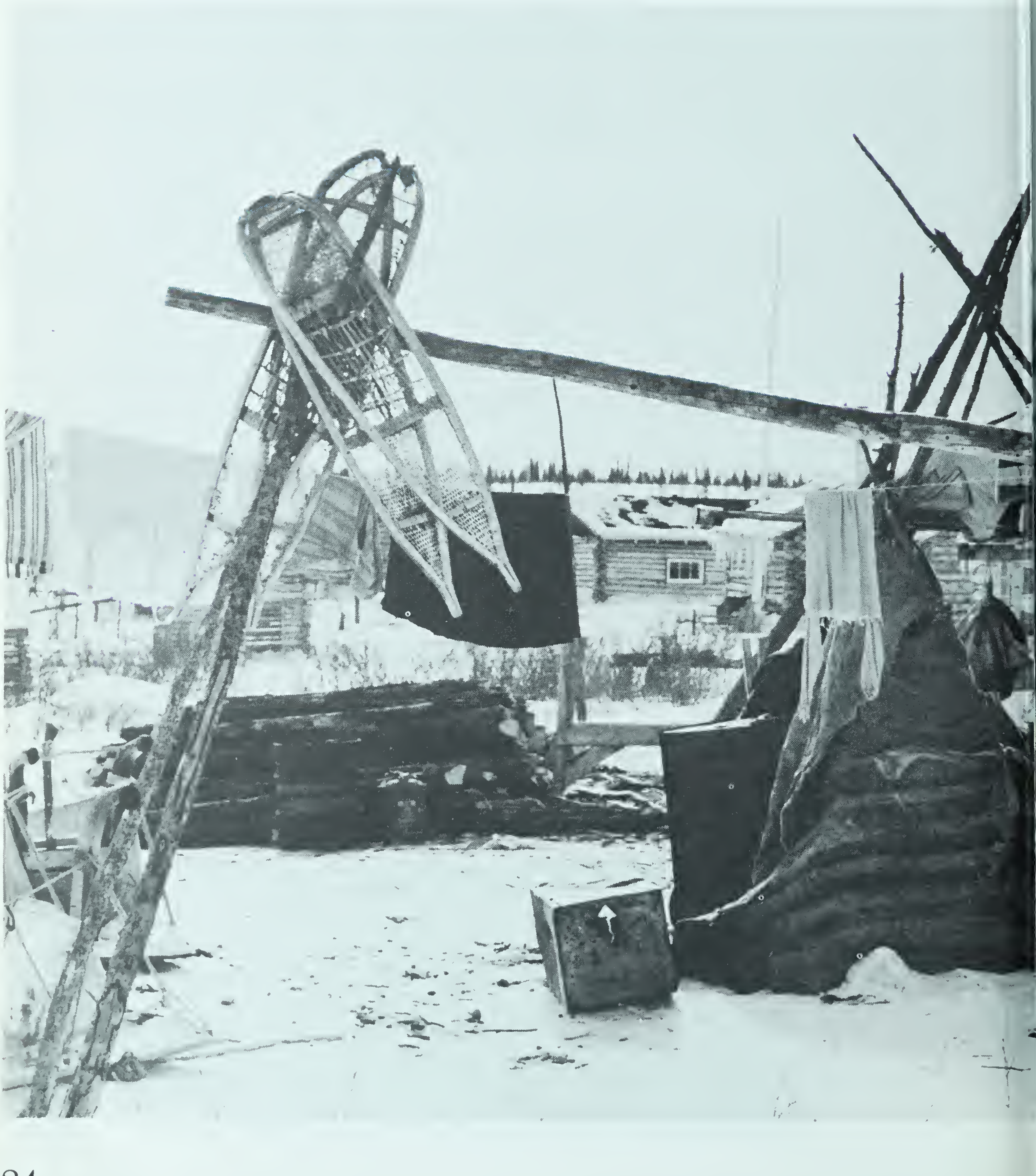
For Good Map Detectives

Look at the map on page 20.

1. Beside what lake is the village located?
2. Find Fort Good Hope. The closest post office is there.
3. Find Inuvik, where the older children go to school.
4. Locate on the map the place where the photographs on page 21 were taken.

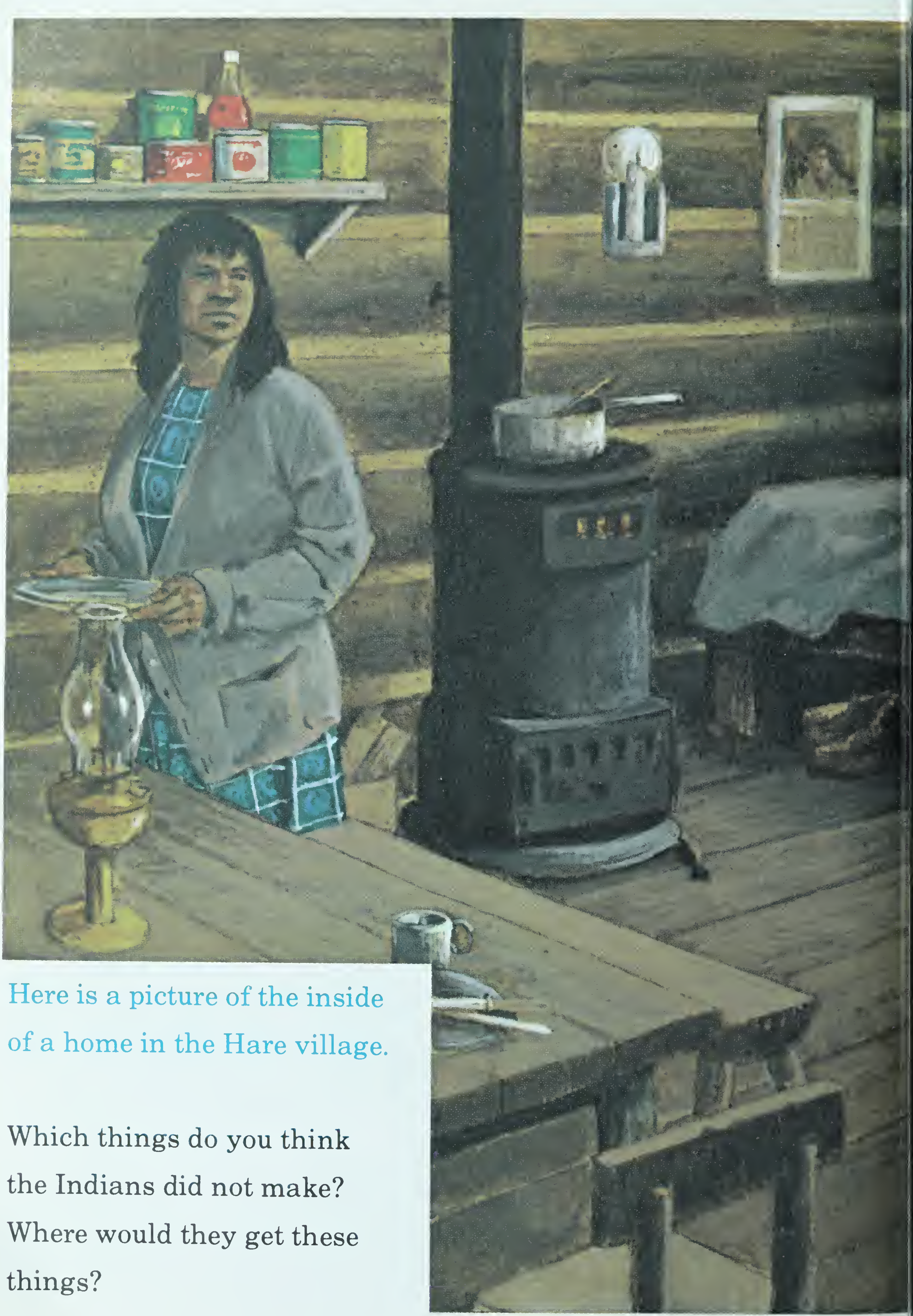
All the homes are built of logs. The logs are cut down in the bush. The dogs haul the logs to the building site.

Look at the corner of the house to see how the logs are put together.



homes have no garages, basements, or lockers to ings. Much of the equipment used by the rs must be kept outside in all kinds of weather. children help to keep a well-stocked wood pile. If agers run short of fuel, they have no way to heat omes or cook their food.

In villages which do not have stores or plazas, there is usually a trading post. The man who runs the trading post sells canned goods, stoves, gas, and other things which the villagers cannot make. At a trading post, money is not always used to buy things. An Indian trapper might trade a fur pelt for some gas or some canned goods.



Here is a picture of the inside of a home in the Hare village.

Which things do you think the Indians did not make? Where would they get these things?

Think About Your Home

1. Draw a picture of the outside of your home. Discover what building material was used to build your home. Why was it used?
2. Show the inside of your home. Use a box for each room. Build furniture out of plasticine, smaller boxes, cardboard, or construction paper.

There is always work to be done. But no matter how busy they are, the villagers find time to go to church. The men sit together. The women and children sit on the other side of the church.

illagers built their own
h with the help of the
. It is an important part
ir lives. On Sundays and
days, they attend mass.

s is not always held in the church. When the
move to fish camp in late summer, the priest goes
n. On Sundays, the work is done quickly so they
ready for mass when the priest gets there.

rches in Your Community

many churches are there in your community?
our classmates something interesting about
church.
ady to listen to them tell about their church too.

The life and work of the Hare Indians changes with the seasons.

Autumn

In September, the school-age children leave the Hare village. They go to Inuvik, where they attend a live-in school. Their leaving causes great sadness. They will be away for many months, maybe even a year or two.

These children are too young to go away to school. They stay at home and help their parents get ready for the long, cold winter.

The men repair the sleds, dog harnesses, fishnets, and traps. They make snowshoes and hunt ducks to feed their families.

The women sew moccasins, mitts, and mukluks. They make bannock and gather other supplies to be stored for the winter.

Winter

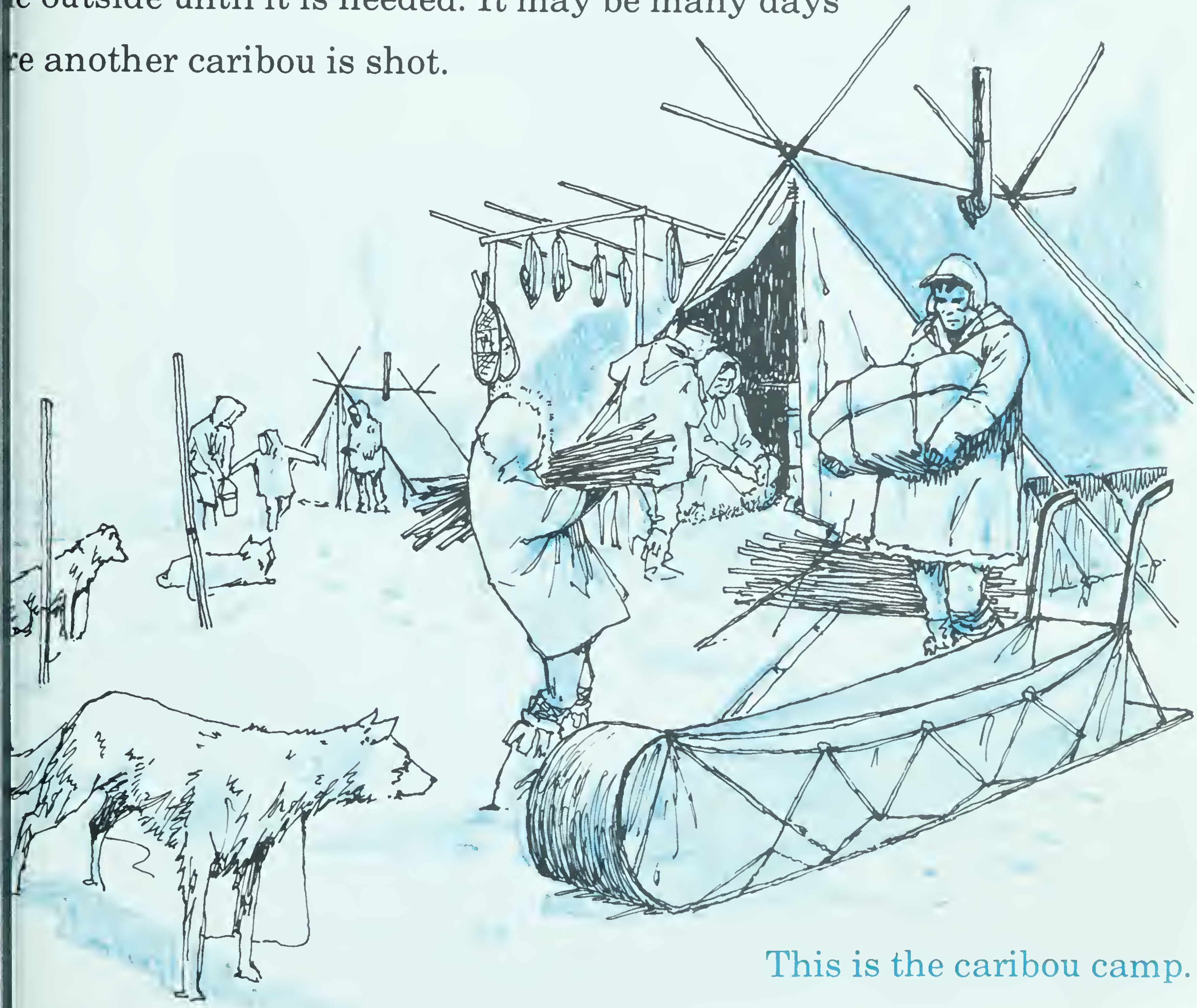
When trapping season opens on November 1, the men set their traps. Their young sons learn to trap by helping them.

This man is one of the be
trappers at Colville Lake
What is he doing with his

In this picture, he is coveri
the trap with evergreen
boughs. Perhaps he will ca
an Arctic hare to feed his
family. If a fox is trapped,
skin could be traded for
supplies at the trading pos

e men set many traps on their trap lines. They k them at least twice a week. They may be away home for many days at a time. Sometimes, their ilies go along to help.

e men are always looking for the trail of the caribou . Trailing the herd may again take them away from e for a week or two. Sometimes the families move to aribou camp. There they are closer to the herd, h is their basic food during the winter. If a caribou oose is shot, the meat is shared among all the lies in the camp. The meat is kept frozen on a high e outside until it is needed. It may be many days e another caribou is shot.



This is the caribou camp.

Snares are set to catch Arctic hare. When the caribou meat is gone, the people eat hare. If caribou and hare are scarce, they eat fish.

A hole is chopped in the ice
net is set under the ice.

This is a good catch

e fish are also used to feed the huskies. One husky eat as much as two kilograms of fish a day. Often, gh, it must be content with much less.

ogs must be chained apart or they will fight. They erce and strong.

The men depend on huskies to take them safely to their trap lines. Trailing the caribou can also be dangerous. Often a good lead dog can save its master from harm.

During the long, cold winter months, the Hare Indians look forward to Christmas. The holiday means returning to the village for Christmas mass, dancing, singing, playing cards, and visiting with friends. To the people who did not go to camp, it means fathers and friends home for the holidays. After New Year's, the fun is forgotten. It is time to return to camp.

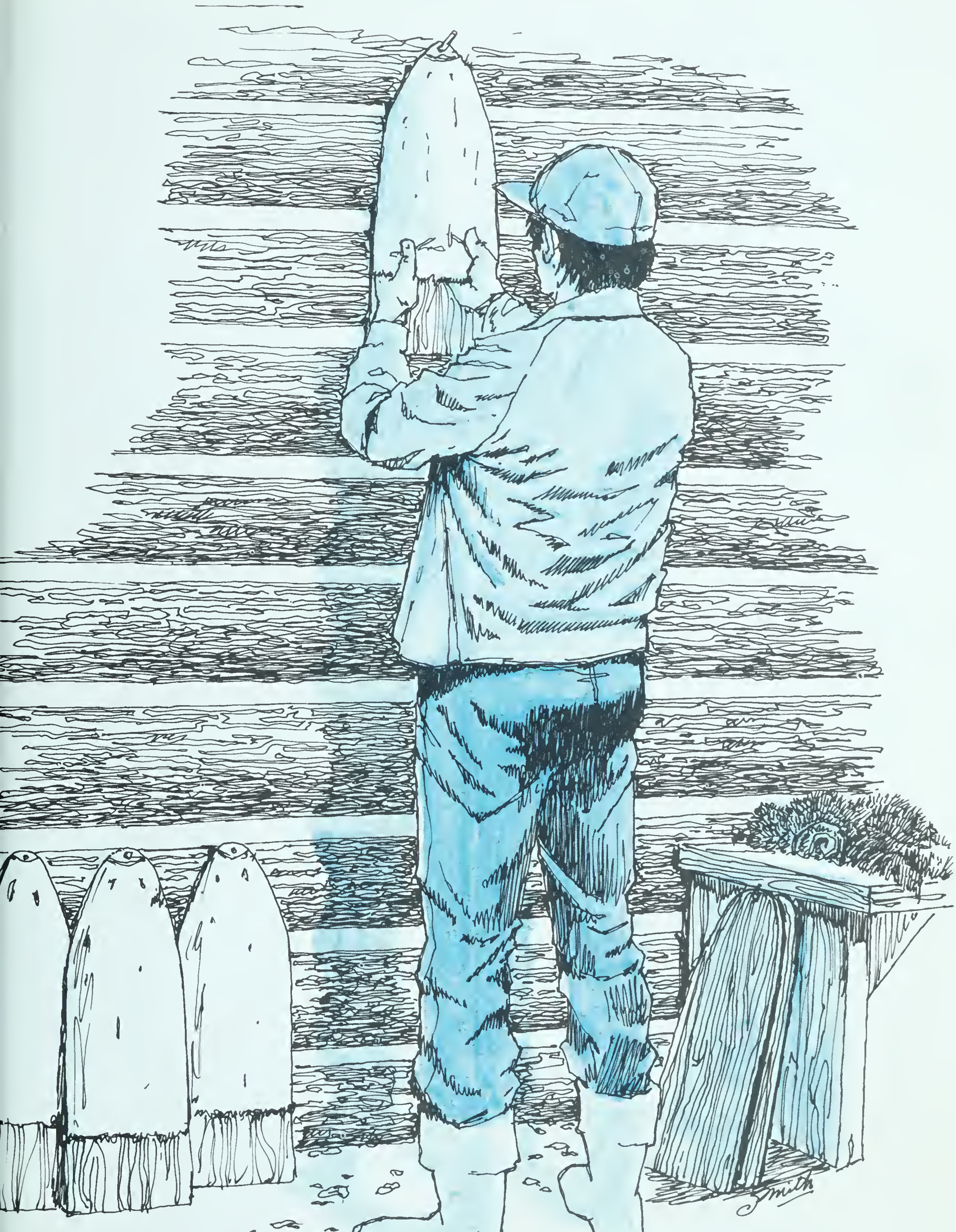
Soon it is Easter. Once again they return to the village. Easter is another time to relax and visit with friends. Now the long, cold winter is almost over. After a few more weeks at the caribou camp, the families move back to the village.

Spring

When the muskrat season opens on May 1, it is time for the spring hunt. Traps are set. The trapper checks his trap line at least twice a week. It may be many miles long and include many traps.

By the end of June, the spring hunt is over.

The trapper skins the muskrat. He stretches the
over the frame to dry. The muskrat pelt can be us
get supplies at the trading post.


Smith

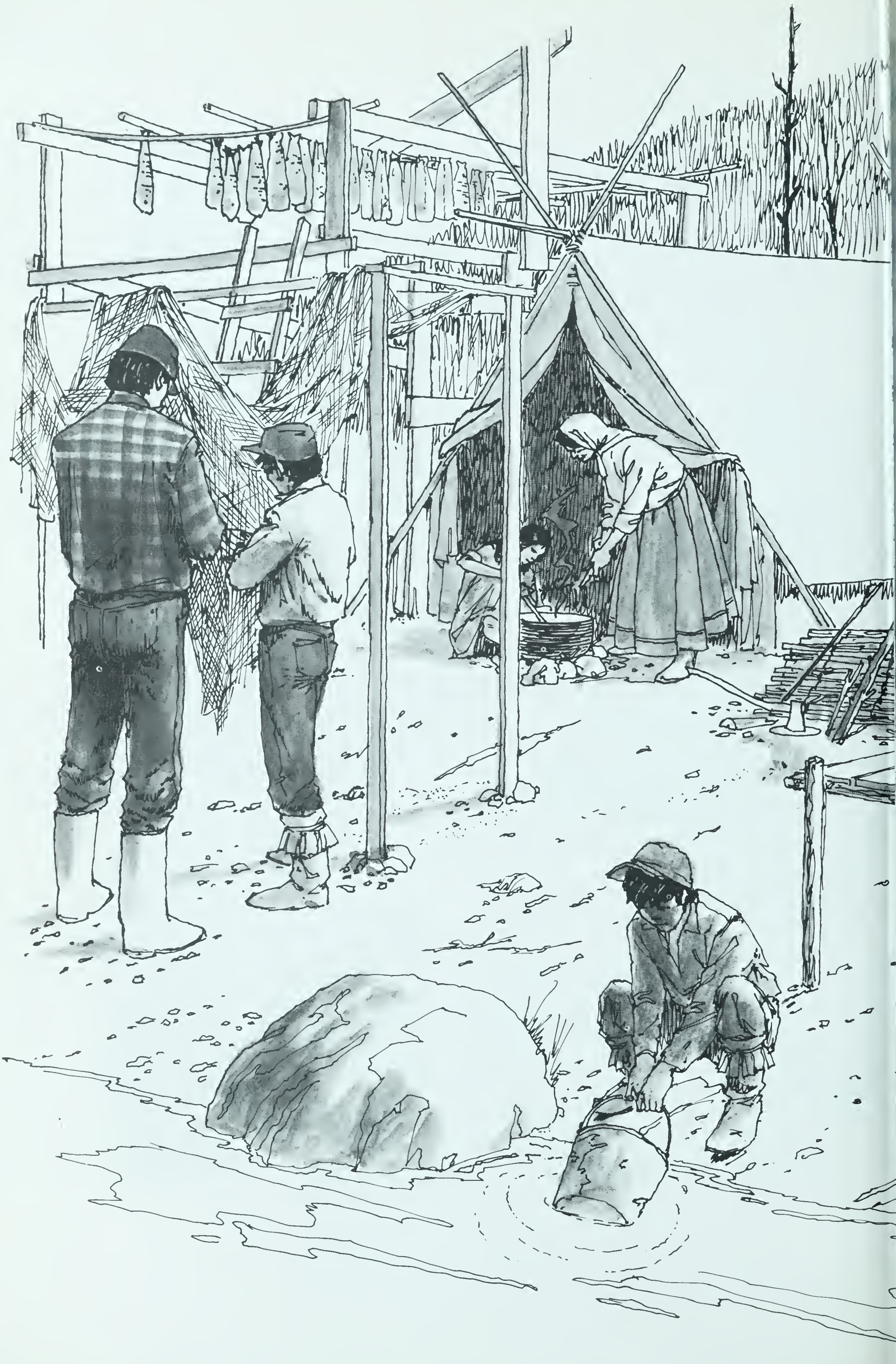
Summer

In July, the villagers enjoy the warm summer weather and long hours of daylight. The dark, cold days of winter are almost forgotten. Now lighter clothing can be worn. Sometimes the temperature might reach 24°C to 29°C.

In August, the canoe is loaded with supplies. It is time for the families to leave for fish camp.

The men find a narrow, shallow spot in the river. Camp is set up on the nearby bank. Firewood is gathered.

This man is getting ready for fish camp. He is mending the net. His canoe and kicker may need repairs too. They must be made safe for the trip to fish camp.

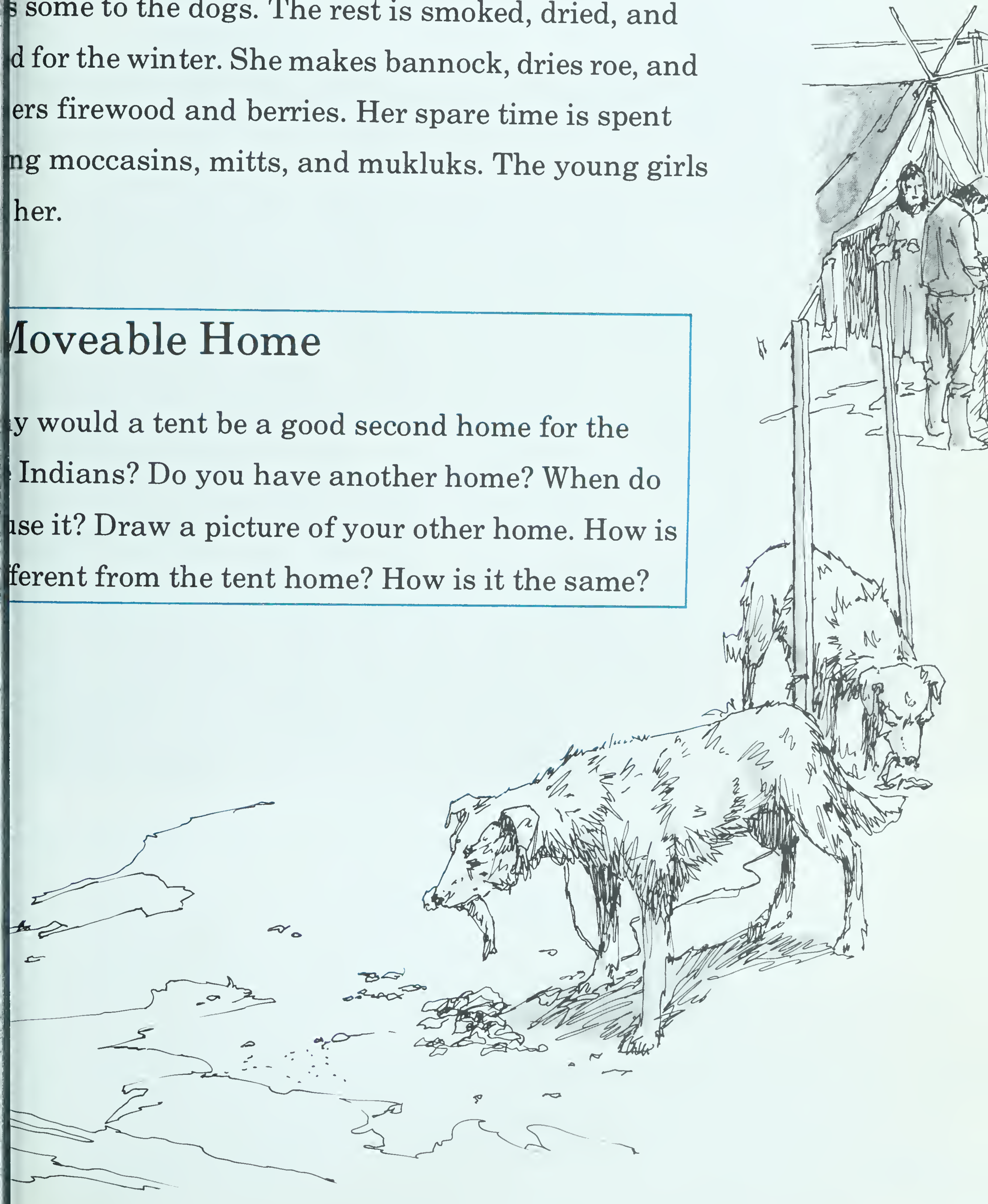


e young boys help their father to set the nets in the er. They check the nets every morning and evening. catch is taken back to the tent.

e mother cooks some of the fish for daily food and s some to the dogs. The rest is smoked, dried, and d for the winter. She makes bannock, dries roe, and ers firewood and berries. Her spare time is spent ng moccasins, mitts, and mukluks. The young girls her.

oveable Home

y would a tent be a good second home for the Indians? Do you have another home? When do se it? Draw a picture of your other home. How is ferent from the tent home? How is it the same?



Not All Work

The villagers like to visit friends for a game of cards or just to sit and chat. Parties, dancing, and singing are enjoyed by all.

The old people are highly respected. Here, Old Albert is teaching the children a chant.

The children imitate their parents. Even the youngest go to the dances. The girls and boys know many card games. They often sing while playing or helping their parents.

The boys make a game of getting the water supply for their home. Often it turns into a race. With the job done, it is time for some more fun. The frozen lake is a perfect spot for a dogsled race.

he children play roughly and are not easily hurt. y are taught to be brave about pain. Even if they are ly hurt, no one will help them until they stop crying. heir parents are not strict. If a child misbehaves, his ents think he is just being foolish and they shame by laughing at him.

The Way of Life

Hunting, trapping, and fishing provide food and clothes for the Hare Indians. Why don't they move into a larger town? There they could shop at a store to buy the things they need.

Some of the Indians tried living in a town, but soon they became unhappy. They didn't have enough money to buy good food. They felt useless and bored. There was no work for them because hunting, trapping, and fishing close to the town was poor. The animals were frightened by the people and moved farther into the bush.

To survive, the Hare Indians decided they had to follow the animals. This meant moving back to the land, far from the town. When those who were living at Fort Good Hope heard that a church had been built at Colville Lake, they decided to make their home there, too.

The villagers seldom talk about the future or plan for it. They live from hunt to hunt. The important thing is survival. For survival, they depend upon the land and its animals. They don't misuse the animals that feed and clothe them, but take only as much as they need.

The Indians of Colville Lake often complain that life is difficult. However, their way of life, hard as it may be, is what they want.

Just Suppose

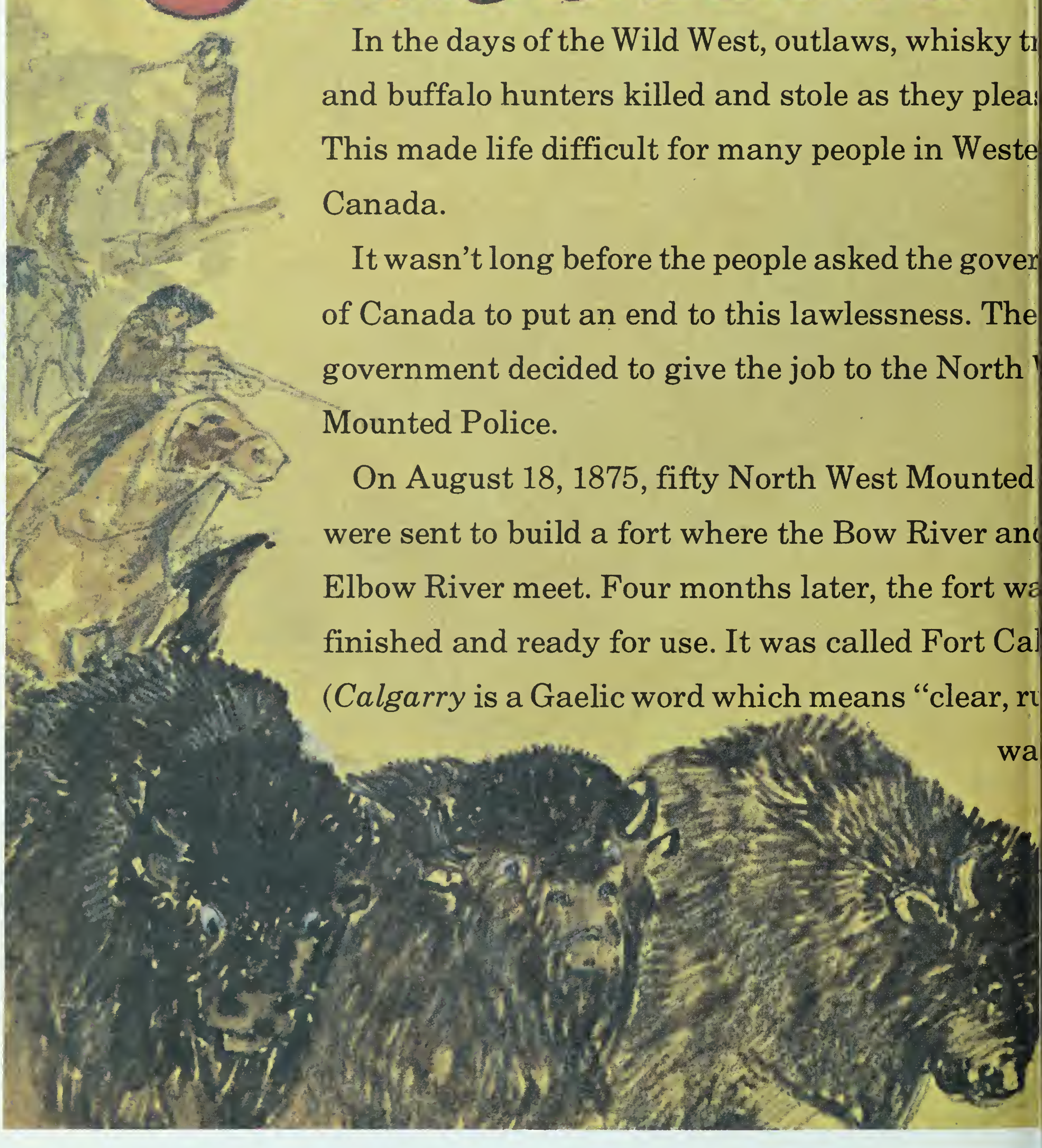
Pretend you live in the community at Colville Lake. (Look at the photos and choose which person you would like to be.) An anthropologist has come to your village. He is interested in learning about your way of life. What would you tell him? What would you show him? Write your story for his report.

CALGARY

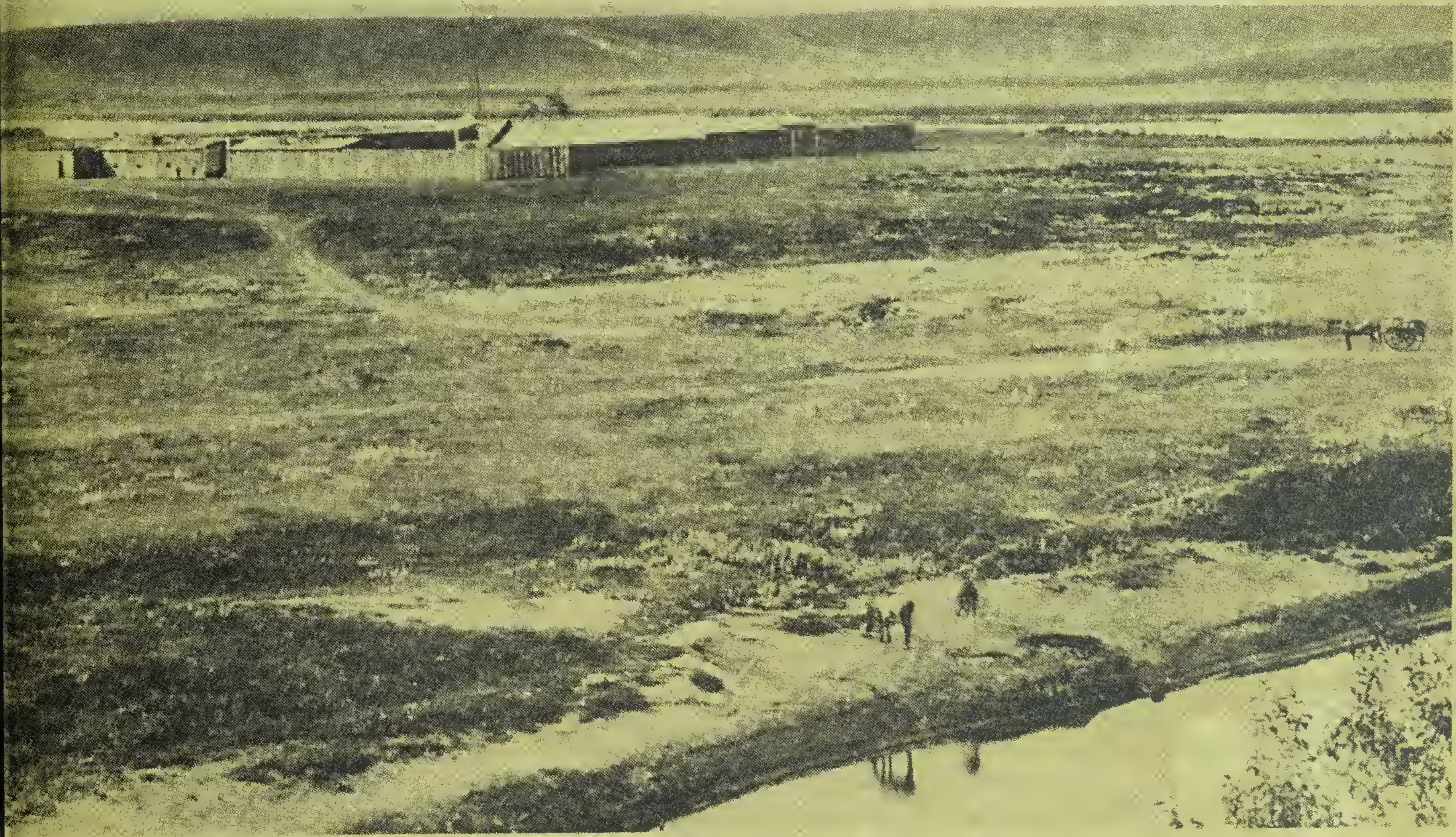
In the days of the Wild West, outlaws, whisky tr and buffalo hunters killed and stole as they plea This made life difficult for many people in Weste Canada.

It wasn't long before the people asked the gover of Canada to put an end to this lawlessness. The government decided to give the job to the North Mounted Police.

On August 18, 1875, fifty North West Mounted were sent to build a fort where the Bow River an Elbow River meet. Four months later, the fort wa finished and ready for use. It was called Fort Cal (*Calgarry* is a Gaelic word which means "clear, ru wa



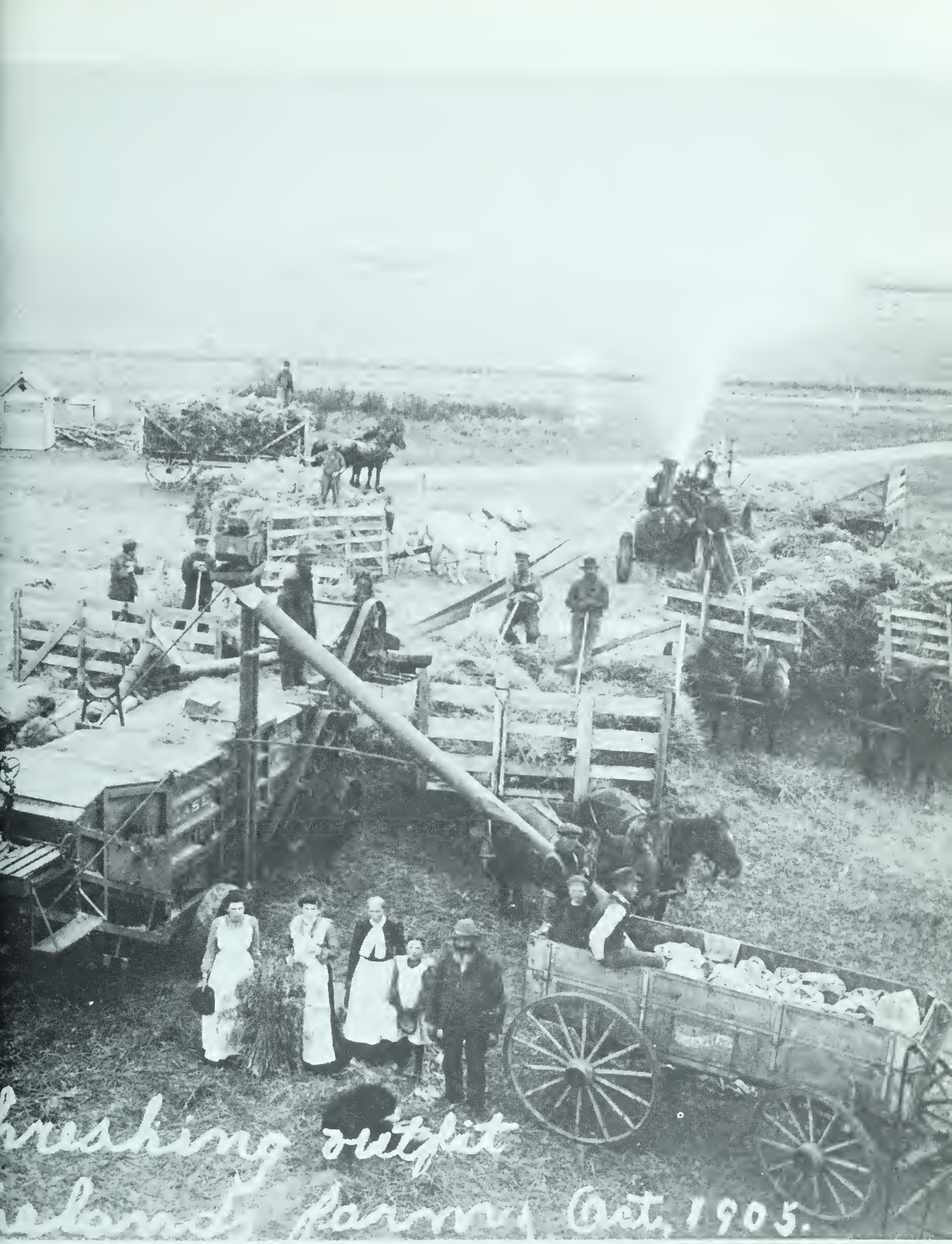
CITY on the GROW



This is Fort Calgary in 1881. How did people travel then?

The North West Mounted Police had the difficult task of keeping law and order in the large, unsettled land around Fort Calgary.

By 1883, the Canadian Pacific Railway had been built westward as far as Calgary. Because of the railway, homesteaders began to arrive. The fertile soil produced lush crops. It was good for growing wheat. Soon flour-milling industries were started. By 1884 there were 500 people living in Calgary.


hreshing outfit
elands farm Oct. 1905.

Many people helped at threshing time. Everyone in the family had a job to do. Even neighbours came to help. What is threshing? How is threshing different today?

Farmers soon discovered that the climate, water, and grass were ideal for raising cattle. Large herds of cattle were moved to the Calgary area from the northern United States. Soon a meat-packing industry was started.

Recipe for Raising Cattle

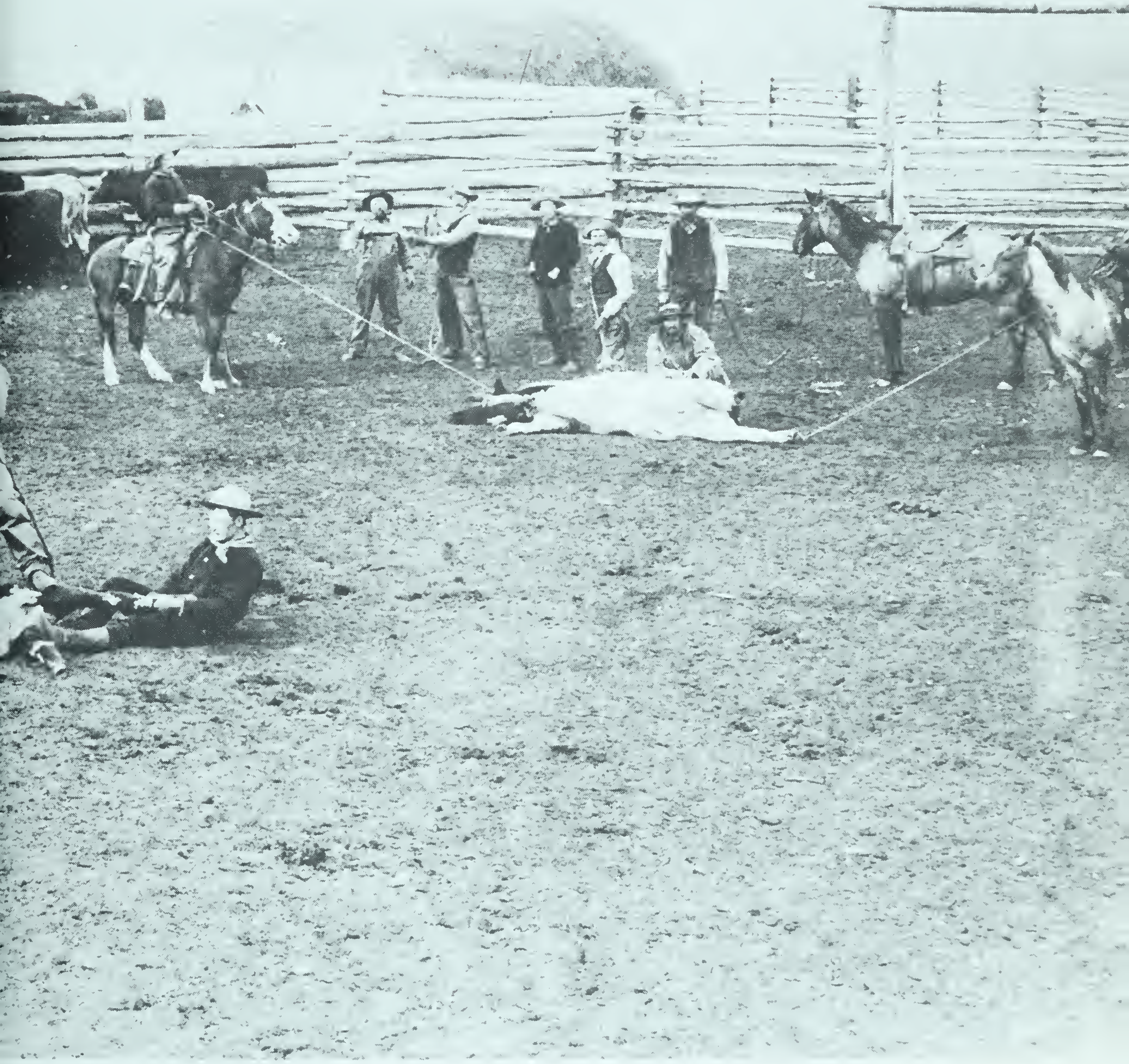
Start with lots of pure mountain-born water.

Add healthy, green grass.

Keep at temperatures that are never too hot or too cold.

Kill insects and pests on sight.

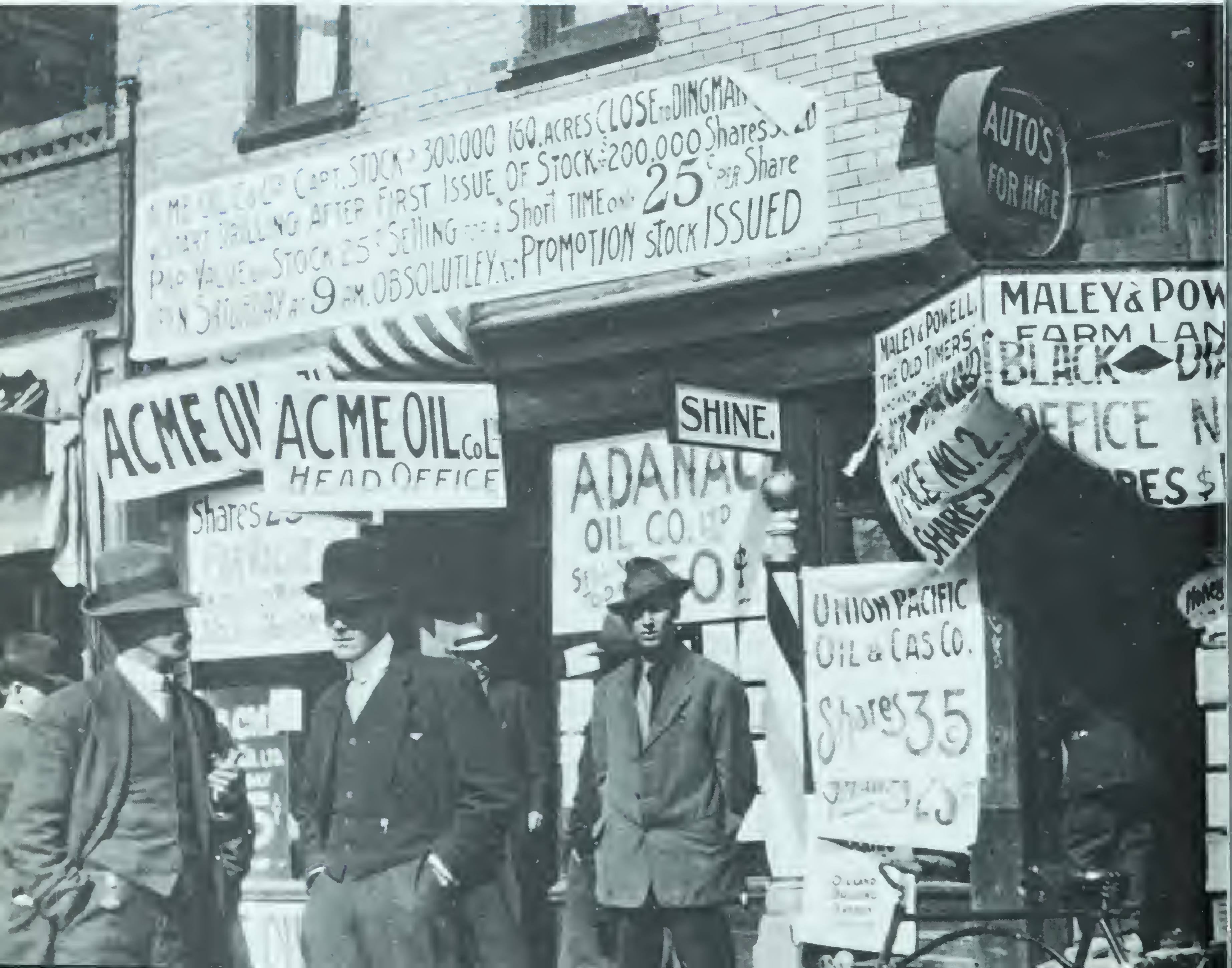
The promise of free homesteads brought a rush of pioneers to the area. By 1891, 3876 people were living in the town of Calgary. The people of Calgary were very proud of the fact that they had electric lights and a water system. In 1893, Calgary was granted a charter as a city.

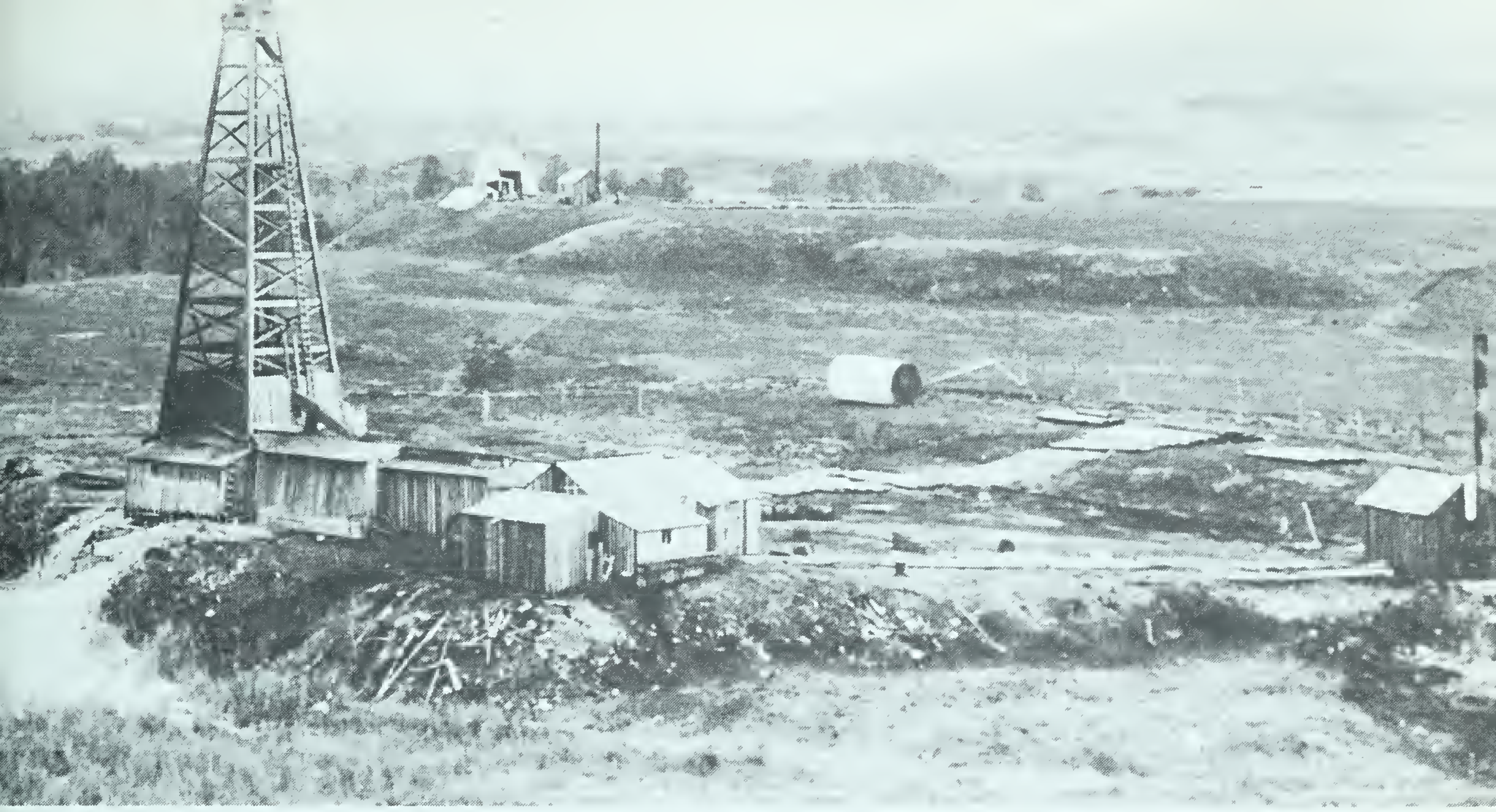


Many years ago, this was the way cattle were branded. Why do ranchers brand their cattle? Tell how it is done.

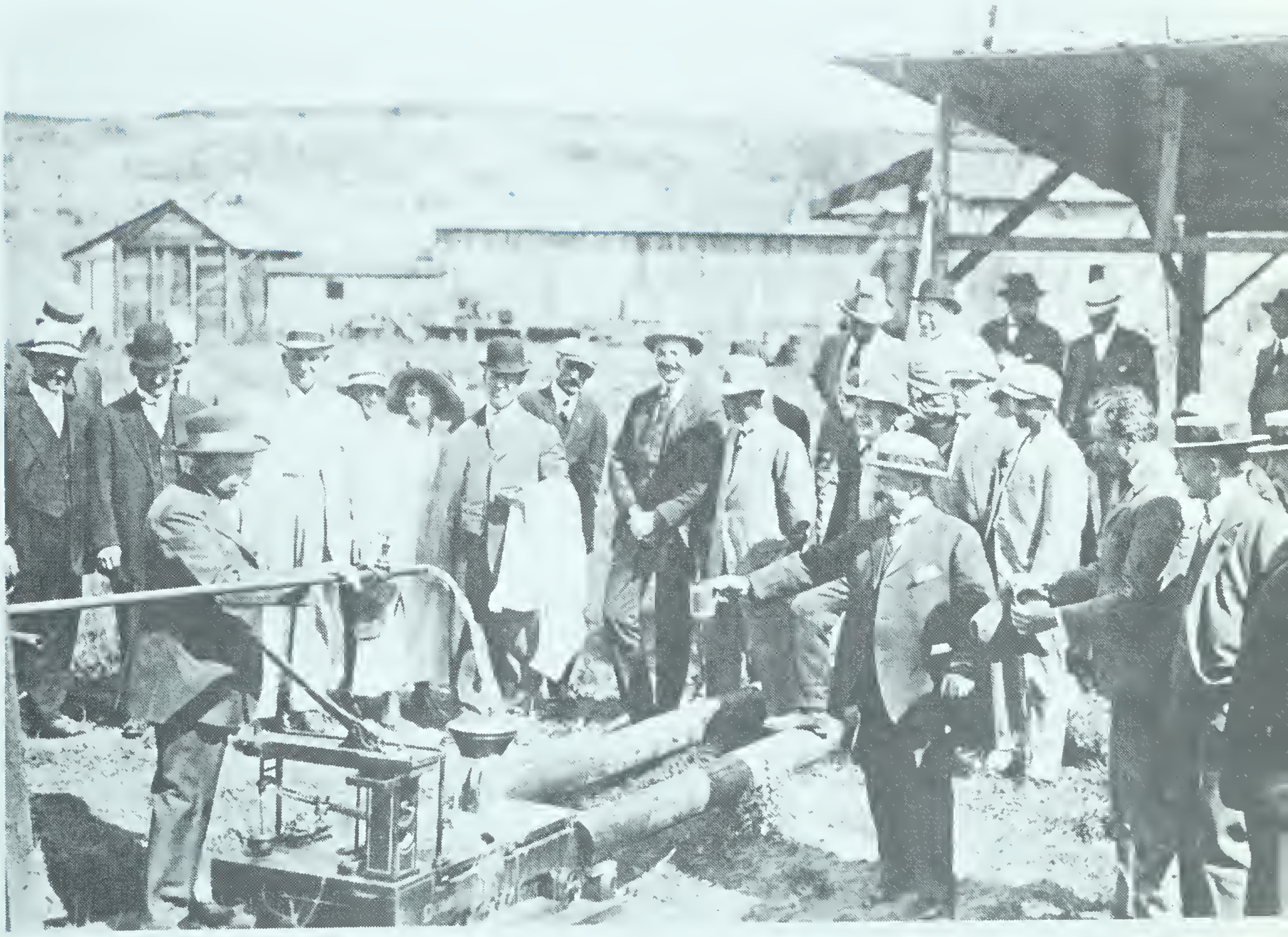
In 1914, oil was discovered at Turner Valley, which is just south of Calgary.

With the discovery of oil, the population of Calgary boomed. People flocked to the area hoping to become rich on what they called "black gold". Only a few became rich. The others had to find work. Because of the oil, many new businesses were started which provided jobs.


CAPT. STOCK 300.000 160. ACRES CLOSE TO DINGMAN
AFTER FIRST ISSUE OF STOCK 200,000 Shares
STOCK 25 SELLING Short TIME 25 PER Share
9 A.M. OBSOLUTLEY PROMOTION STOCK ISSUED
AUTO'S FOR HIRE
MALEY & POWELL
FARM LAN
BLACK
OFFICE
MALEY & POWELL THE OLD TIMERS
OFFICE NO. 2
SHARES
ACME OIL
ACME OIL CO. LT
HEAD OFFICE
Shares
SHINE.
ADANAC OIL CO. LTD
50¢
UNION PACIFIC OIL & GAS CO.
Shares 35



re two of the first oil wells at Turner Valley. These
Dingman Wells.



This photograph was taken on July 28, 1914, at Dingman Wells. Mr. Dingman (left) is showing these people the oil that has been discovered on his land.

The first oil refinery in the Canadian West was built at the Turner Valley oilfields. Oil and natural gas are Canada's largest source of mineral wealth. Much of it is found around Calgary. Today, about 400 companies which are in the oil industry have built their office buildings in Calgary. Some of them use oil to make fertilizer, nylon, rubber, and plastics. Others help to build pipelines.

In this oil refinery the oil is made pure and is changed into different kinds of oil and other products.

A City "on the Grow"

Ranching, farming, oil, and new industries have made Calgary one of the fastest-growing cities in Canada. Now Calgary looks like this.

Today, the population of Calgary is about 425 000. Calgary certainly is a city "on the grow".

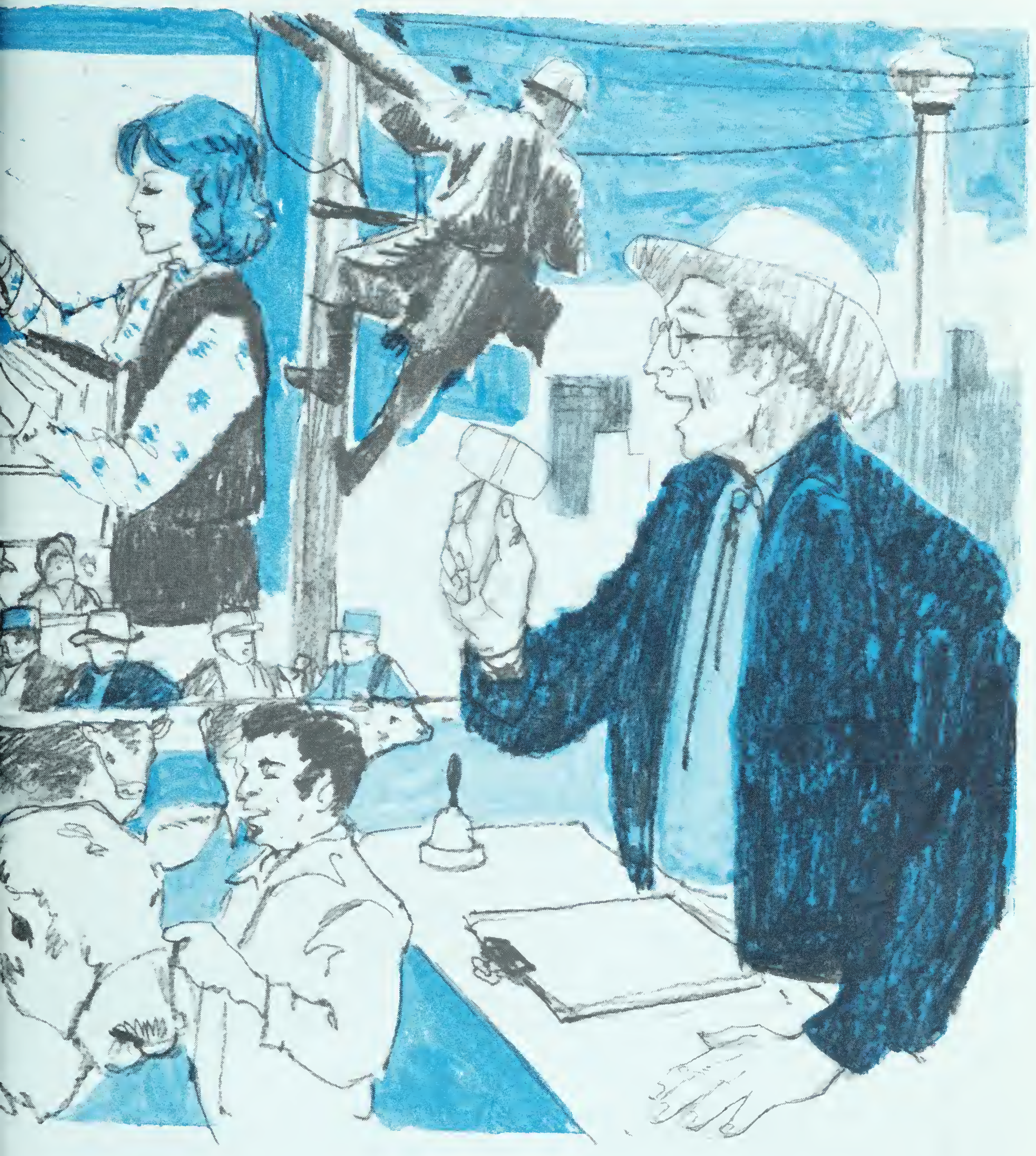
Something to Think About

What do you think a city "on the grow" means?

What changes would you see in a city "on the grow"?

Read the next 14 pages. See if you were right.

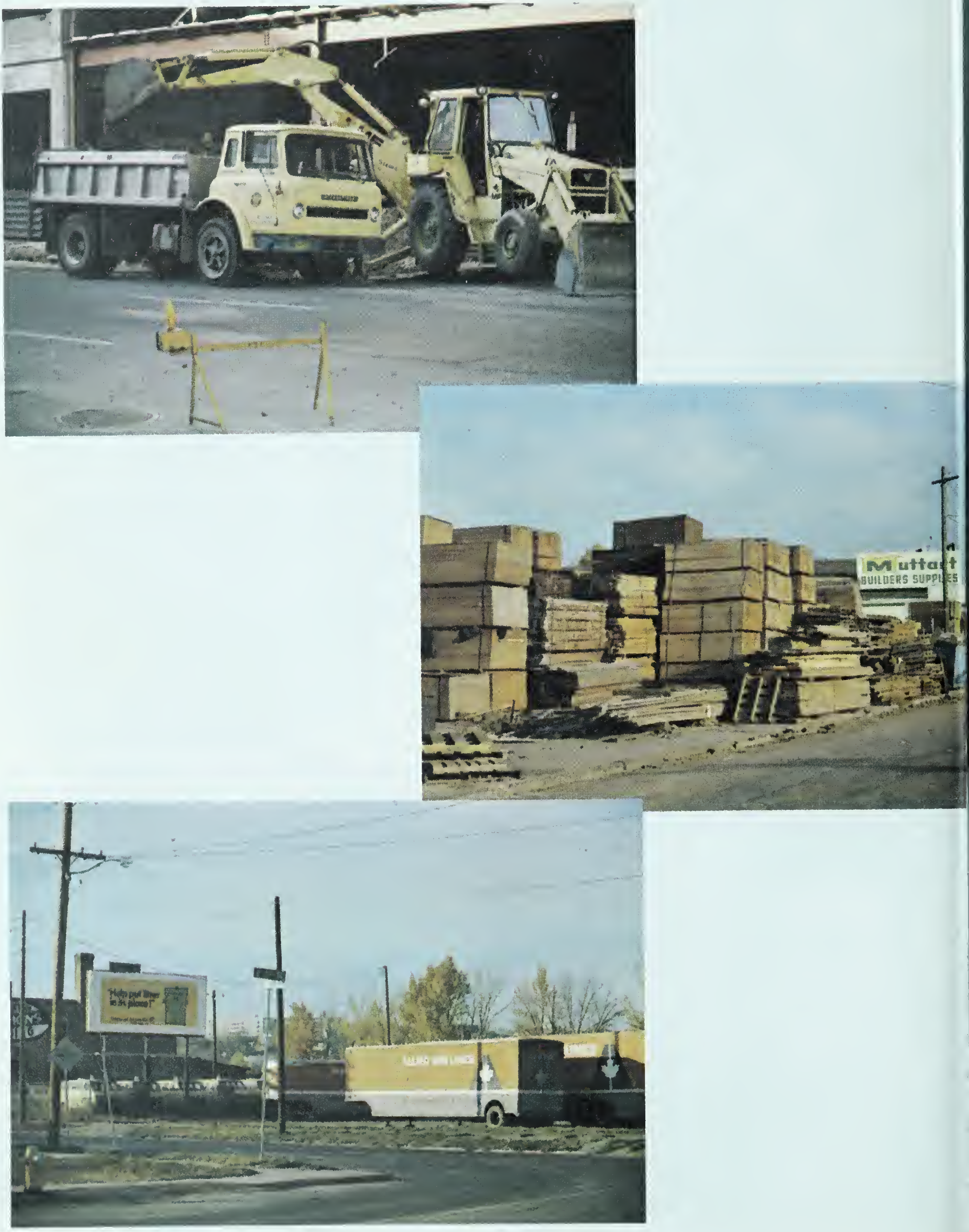
E
X P L F
R S T V



A city "on the grow" means more people.

These pictures show some of the people who work in Calgary. What are Calgary's most important industries? Which of the industries created each job in the pictures? You may discover that some of the jobs are created by all of the industries.

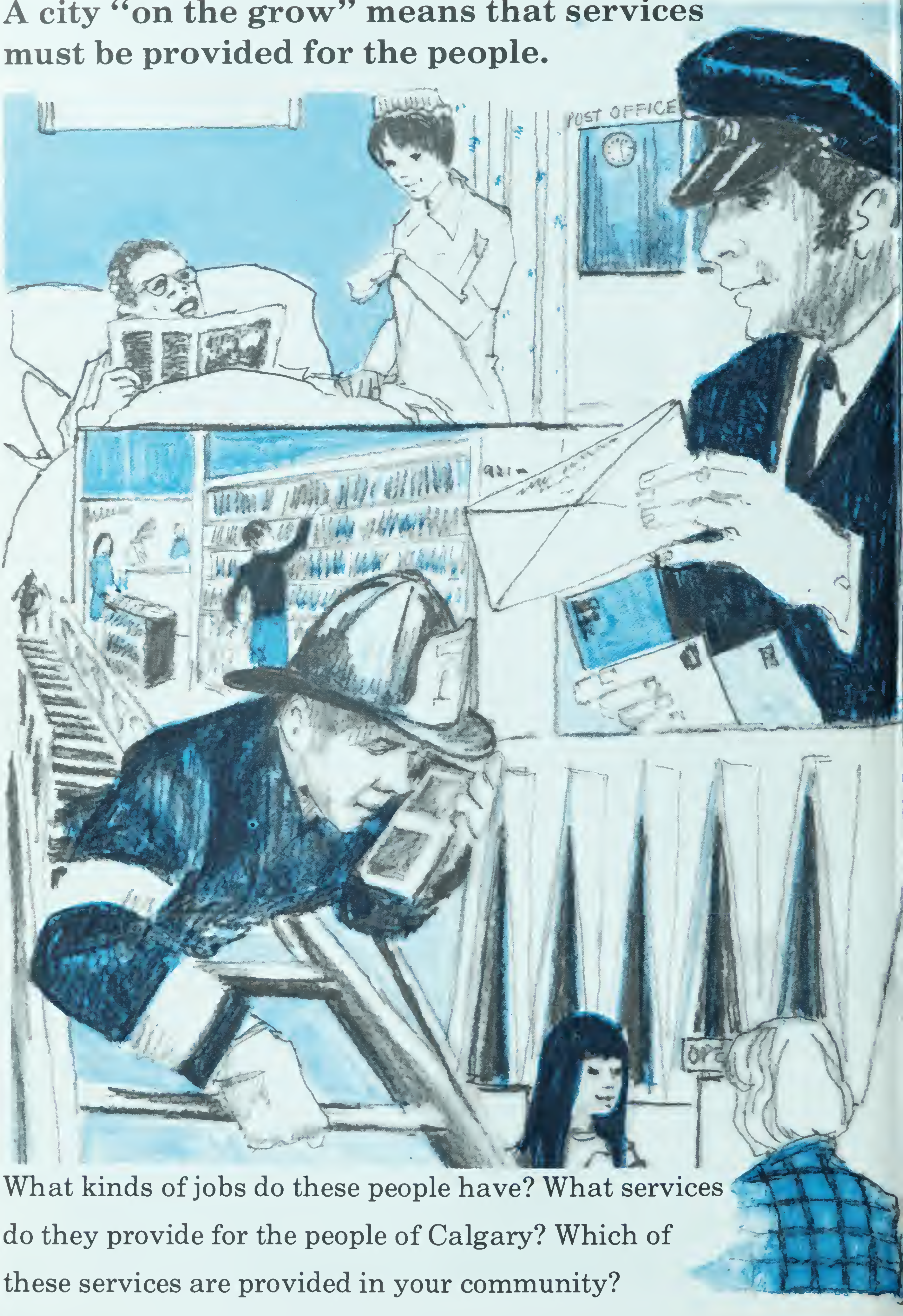
What industries are shown in these three photographs? Why are they important to a city "on the grow"? What jobs do these industries create?



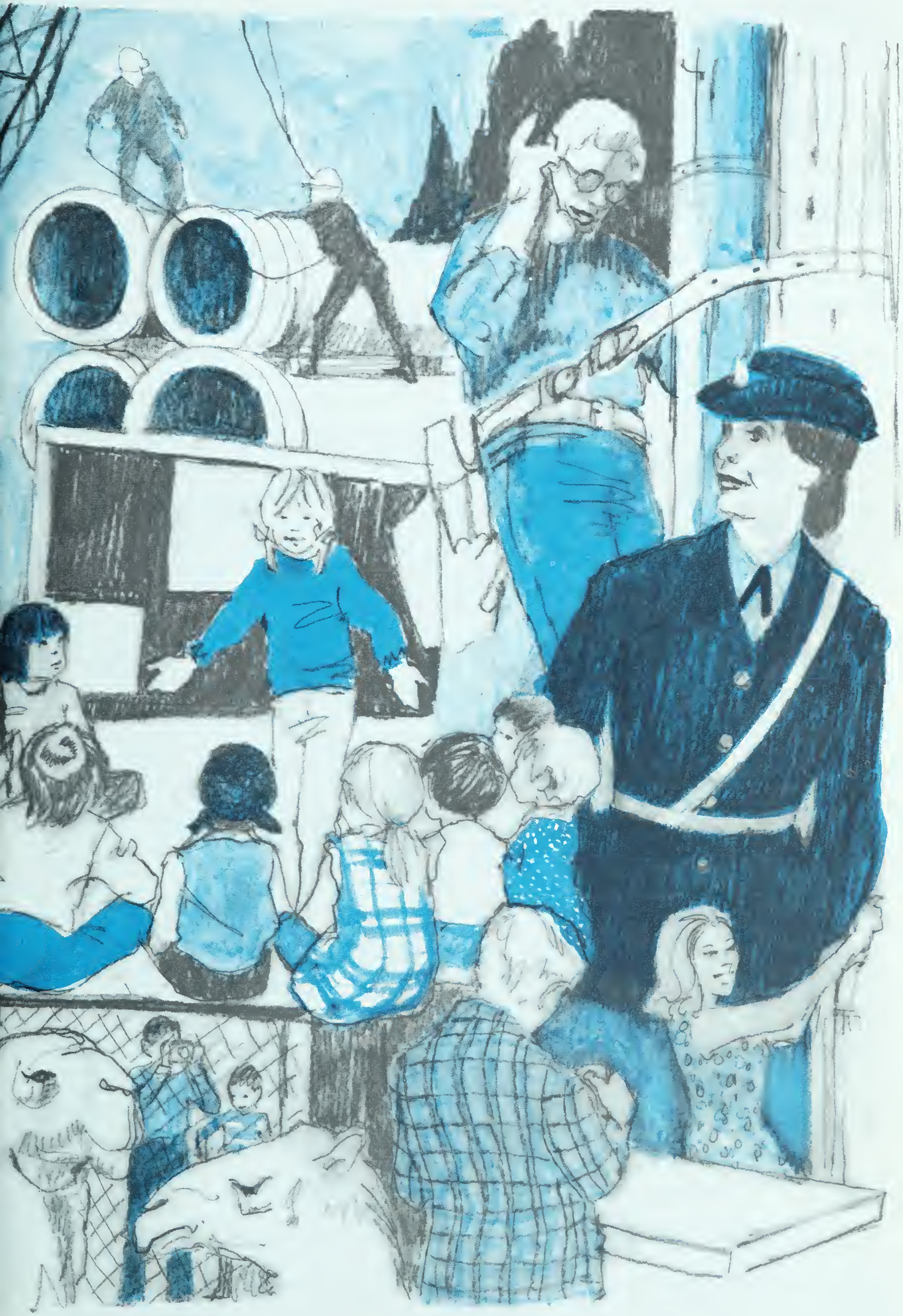
A city "on the grow" means that homes must be built for the people.

In which type of home do you live? Is a home like yours shown here? Are there other types of homes in your community? Tell what they look like.

A city "on the grow" means that services must be provided for the people.

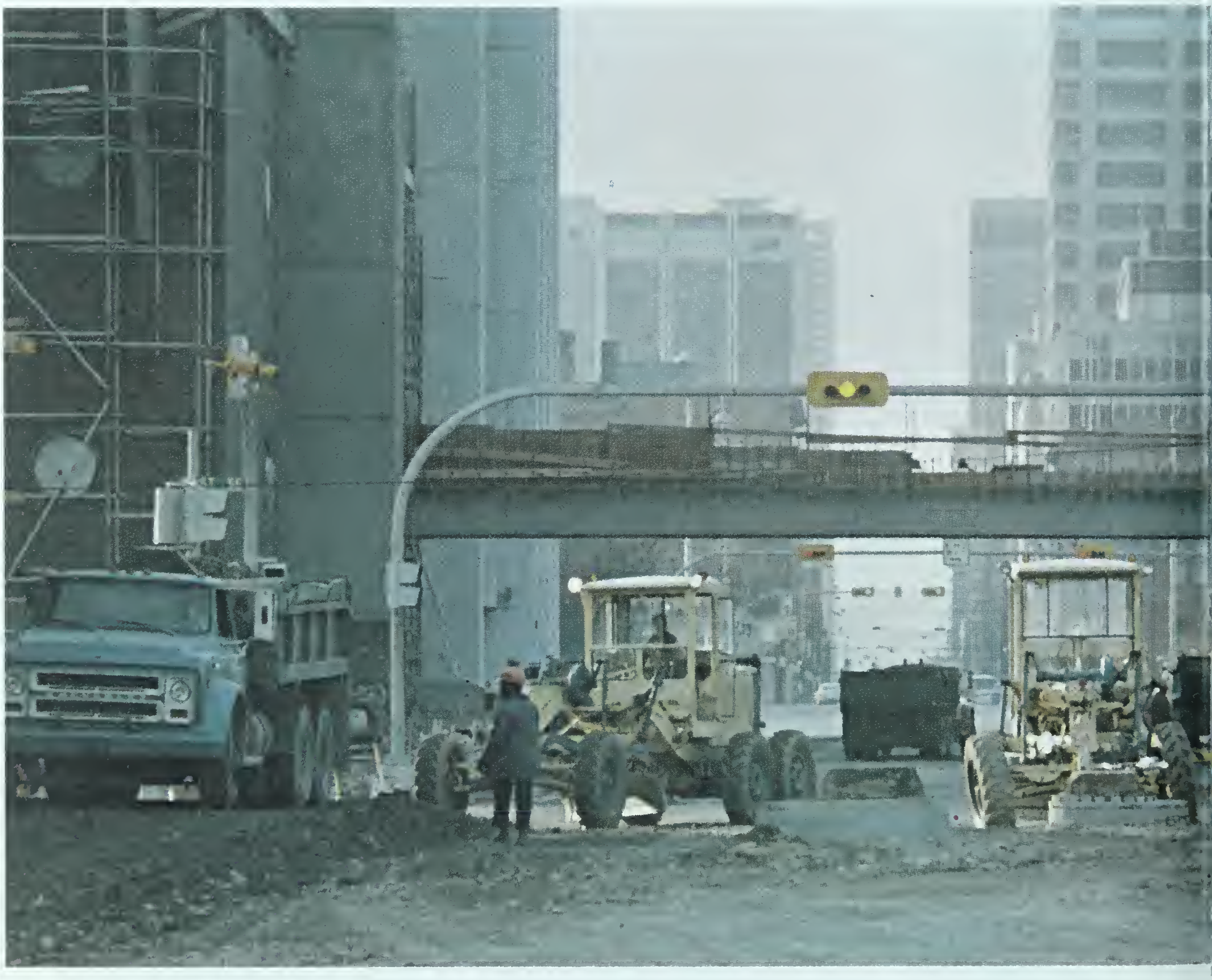


What kinds of jobs do these people have? What services do they provide for the people of Calgary? Which of these services are provided in your community?



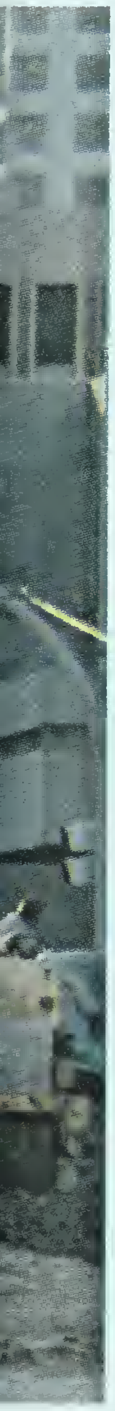
A city “on the grow” means more transportation.

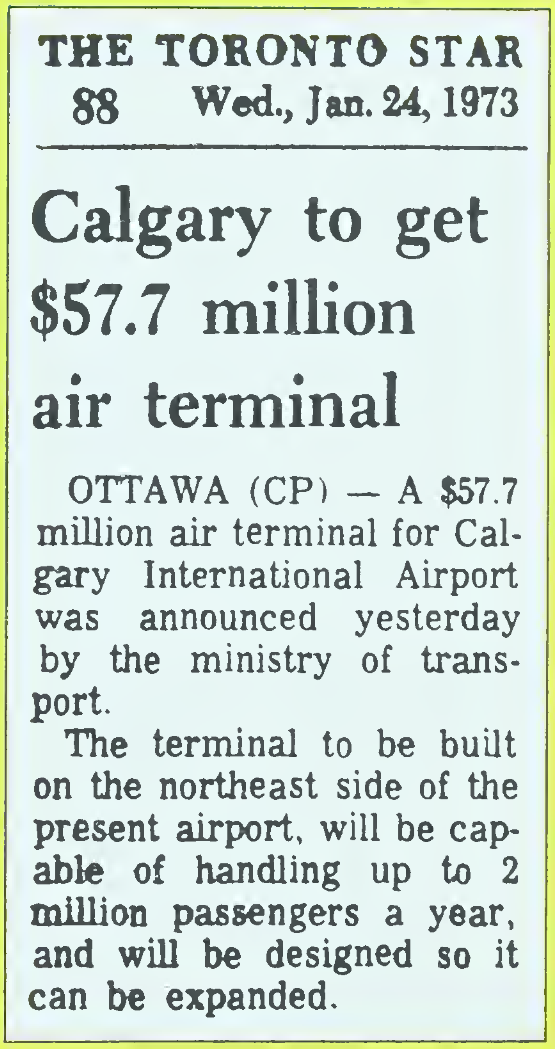
New ways must be found to move cars, trucks, and buses quickly. Cities “on the grow” must widen old streets and sometimes build new roads and expressways. Sometimes it is not safe for pedestrians to cross city streets. In Calgary, city planners decided to build walkways for pedestrians over some roads. These walkways are called skywalks.



Find the skywalk in this photograph. Do you think skywalks are a good idea? Why? What do you have in your community to make it safe to cross busy roads?

Many tourists and business people visit Calgary each year. The airport could not handle all the visitors. City planners decided that a new airport should be built. Is there an airport near your community? What other kinds of transportation bring visitors into your community?





THE TORONTO STAR
88 Wed., Jan. 24, 1973

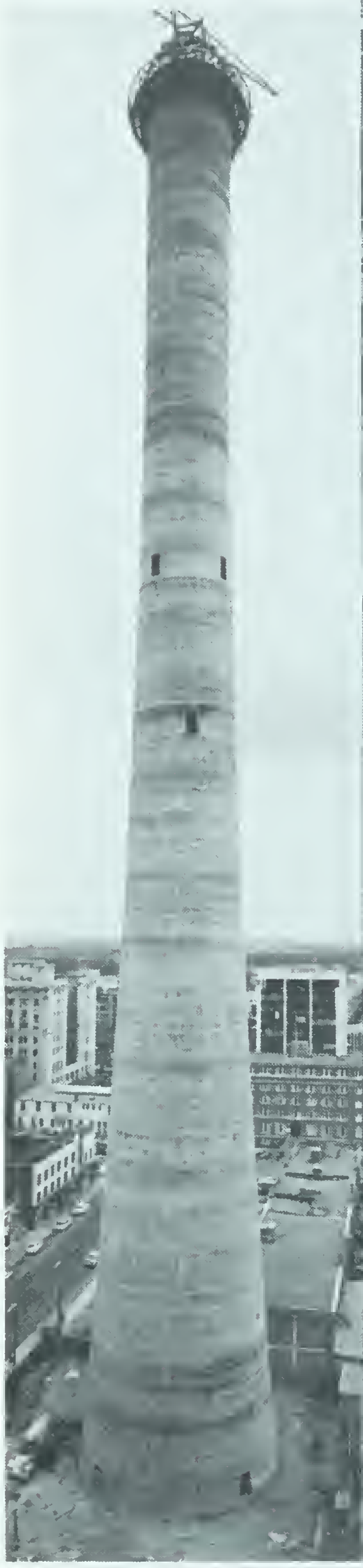
Calgary to get $57.7 million air terminal

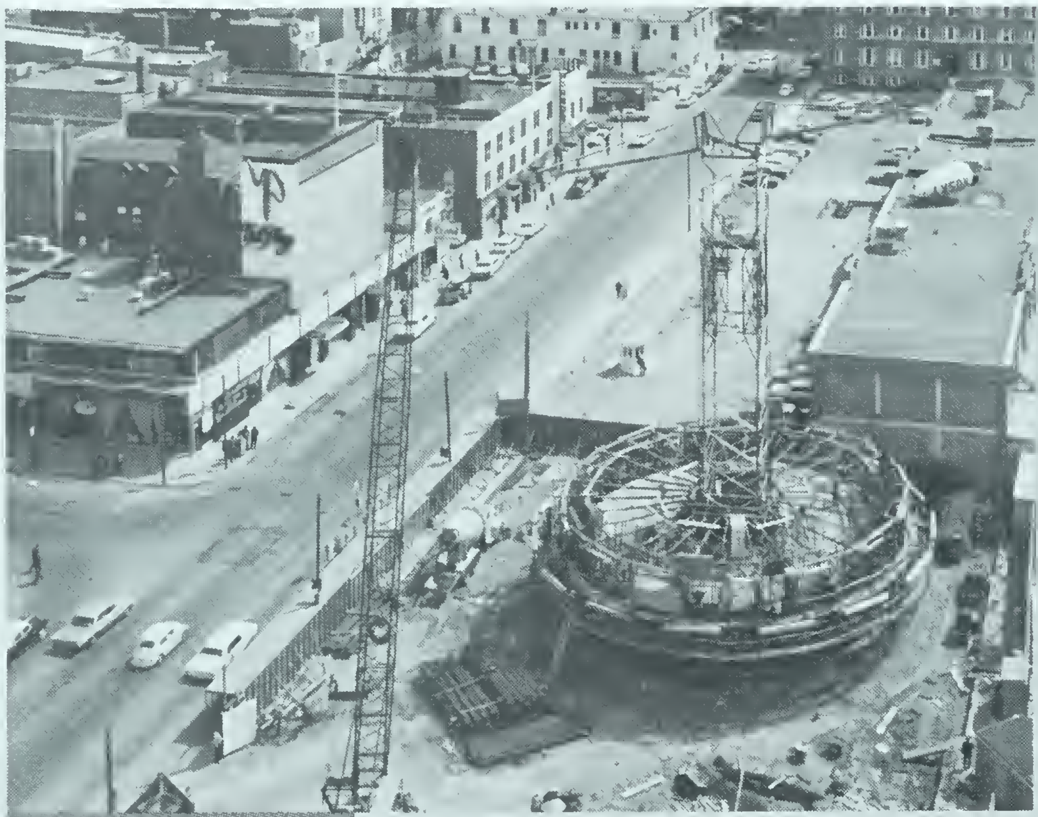
OTTAWA (CP) — A $57.7 million air terminal for Calgary International Airport was announced yesterday by the ministry of transport.

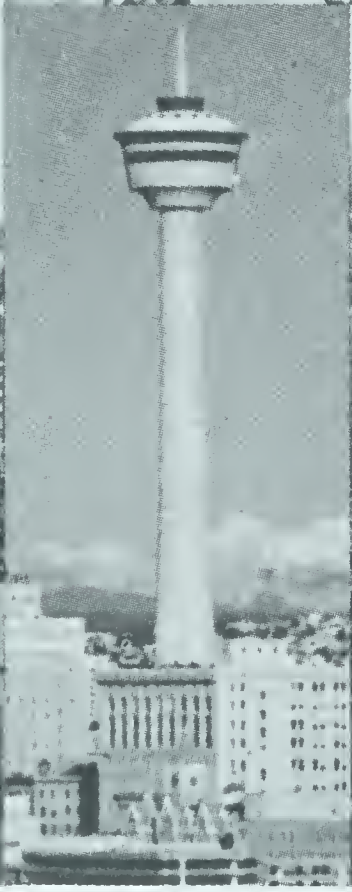
The terminal to be built on the northeast side of the present airport, will be capable of handling up to 2 million passengers a year, and will be designed so it can be expanded.

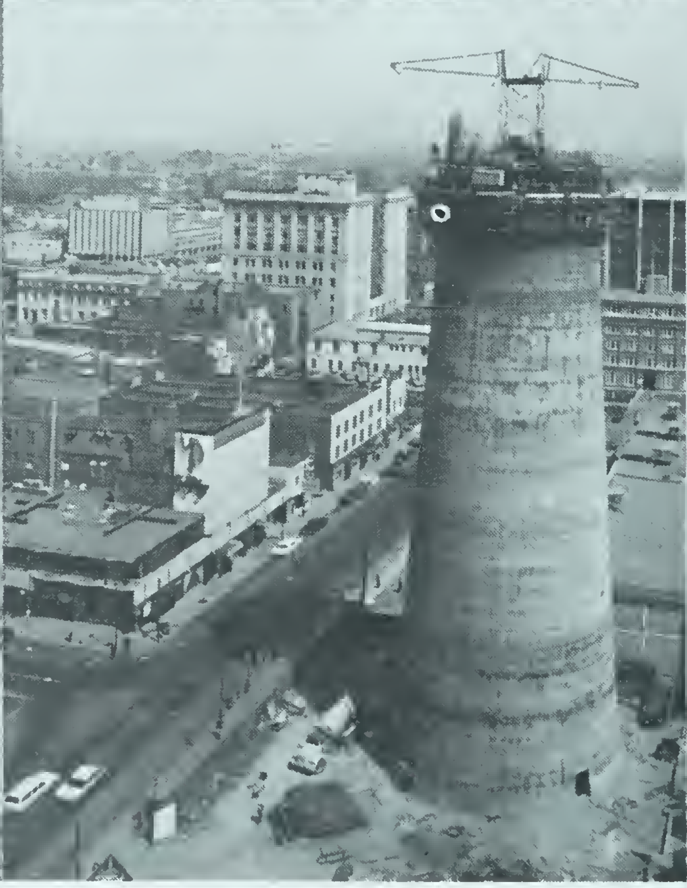
A city "on the grow" means tall buildings.

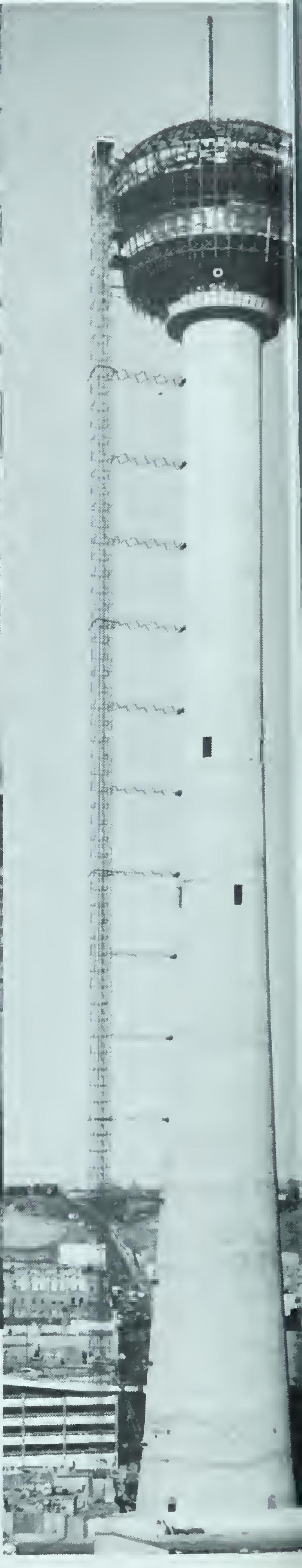
These photographs show the growth of a building, but they are mixed up. Cut five small pieces of paper. On each paper, print a different number—from 1 to 5. Now, place a number on each photograph to show how you think the building grew.





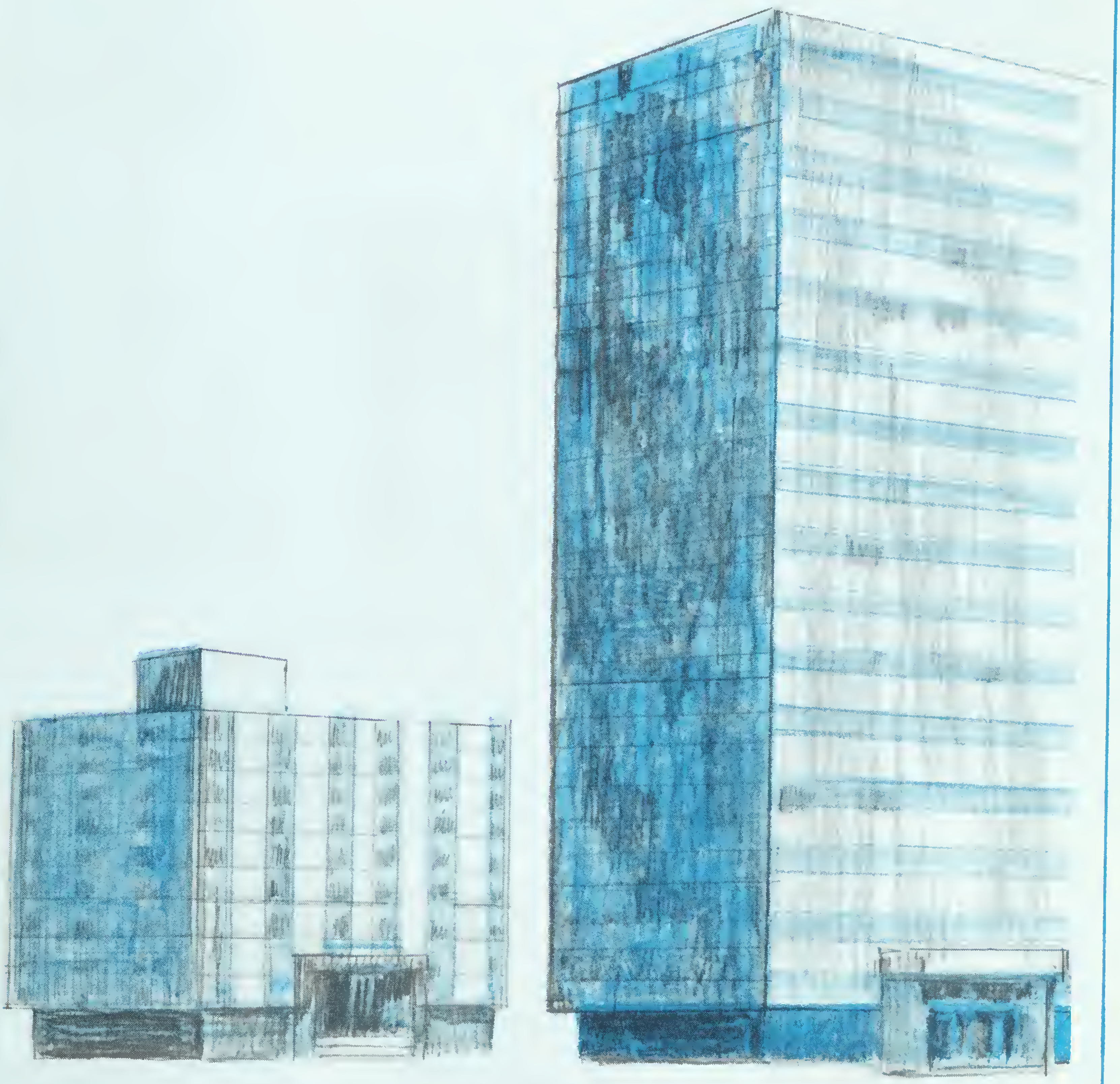






The Husky Tower is 187 metres high. At the top is a revolving restaurant. From there you can see the city of Calgary.

Why do cities "on the grow" mean tall buildings?



Here are two office buildings. Each building covers the same amount of ground space.

Which building would have the most business offices?

Why?

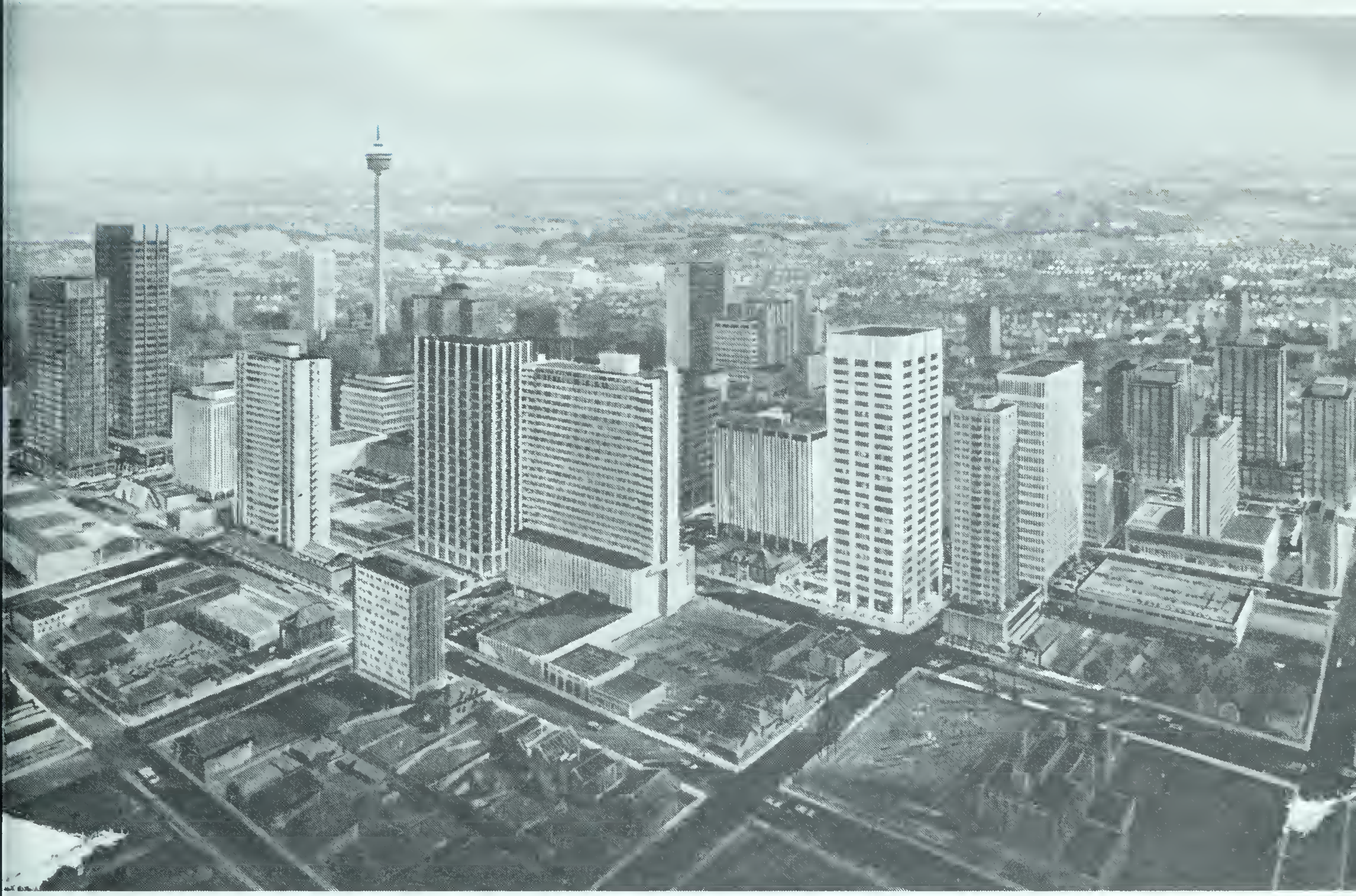
What other kinds of buildings are tall like these?

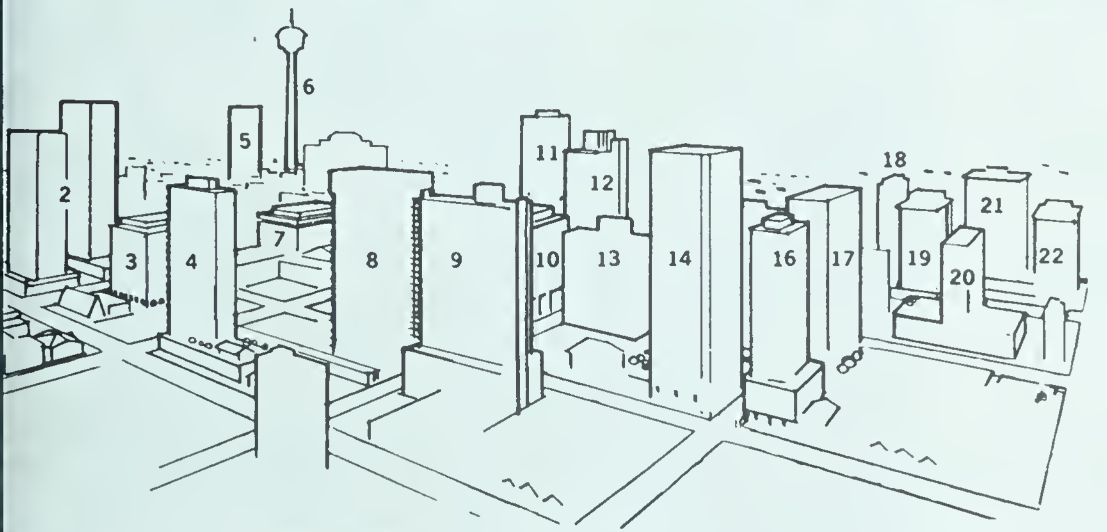
Why?

CANA
FOUR SEASONS HOTEL
OPENING
EARLY SUMM
1974
ENG DEPT

These photographs show a new hotel being built in Calgary and some of the people who are helping.

e are plans for many other new buildings. Calgary
ook like this when all the planned buildings are
hed.





1	CALGARY INN	12	CROWN TRUST
2	CALGARY PLACE	13	TEXACO
3	CHEVRON	14	STANDARD LIFE
4	LONDON HOUSE	15	BOWLEN
5	PALLISER ONE	16	CHATEAU APARTMENTS
6	HUSKY TOWER	17	PACIFIC PLAZA
7	BANK OF CANADA	18	WESTERN UNION
8	AQUITAINE	19	BA TOWER
9	CHARTER TOWERS	20	EXECUTIVE PLACE
10	CALGARY HOUSE	21	ELVEDEN HOUSE
11	ROYAL BANK	22	GUINNESS HOUSE

A city "on the grow" means more entertainment.

"The best dad-burned show the west!" If you like parad bucking bronchos, Brahma bull riding, horse racing, chuckwagon races, midway and fireworks, you will love Calgary Stampede.

Meet Dinny, a 960-centimetre-high model of a Brontosaurus. Dinny and 52 other lifelike models of prehistoric animals can be seen in Calgary's Natural History Park. This is just one of several interesting and beautiful parks to be found in Calgary.

ase Don't Feed the
als.”
Calgary zoo attracts
visitors. Watching
als is an interesting
me.

From your study of Calgary, you discovered that a city “on the grow” means industry, which makes jobs for more people. These people need homes, services, transportation, and entertainment. This means even more jobs for more people. In this way, a city continues to grow.

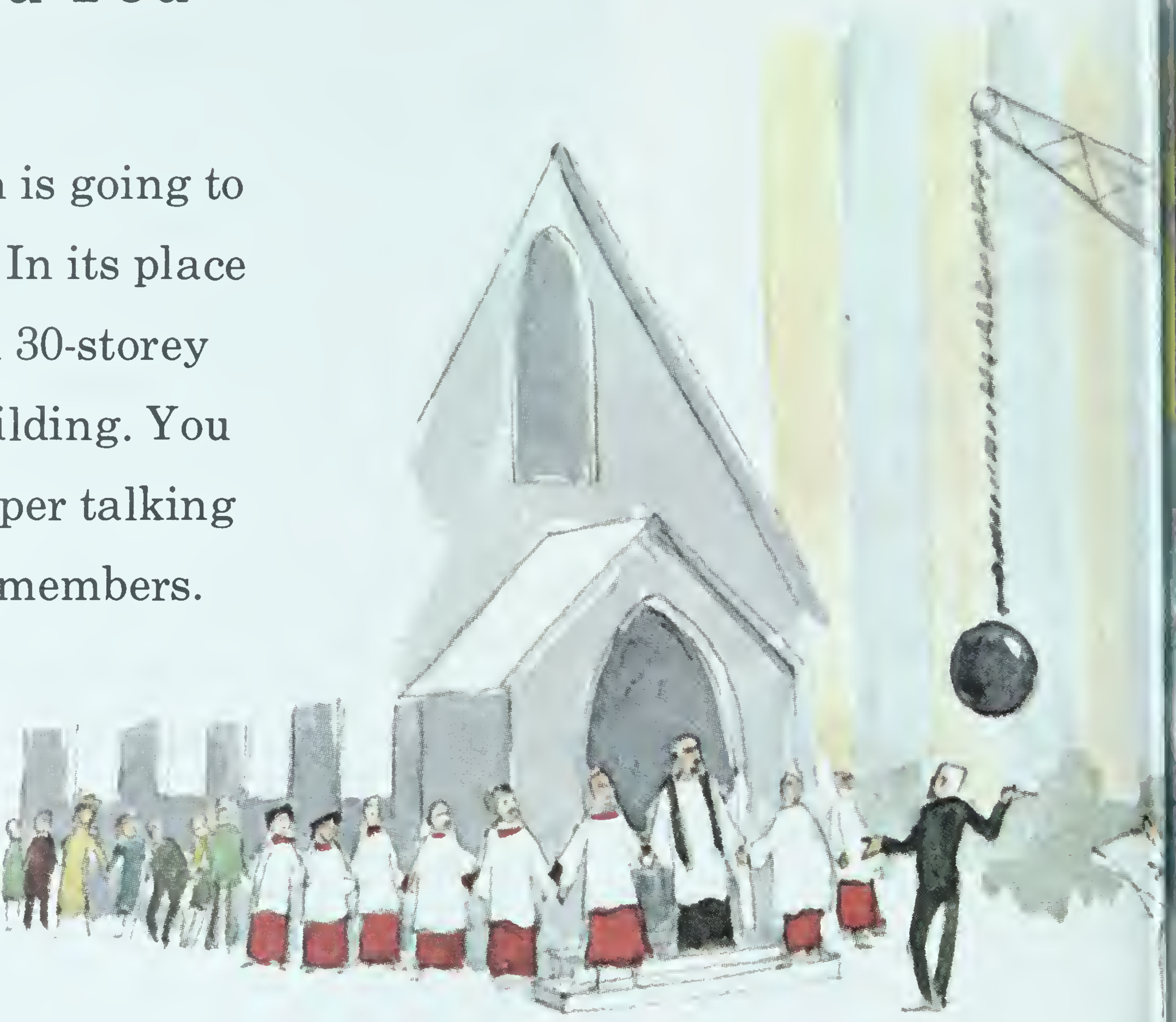
However, not all cities have the same industries. And not all cities grow. Look at your community.

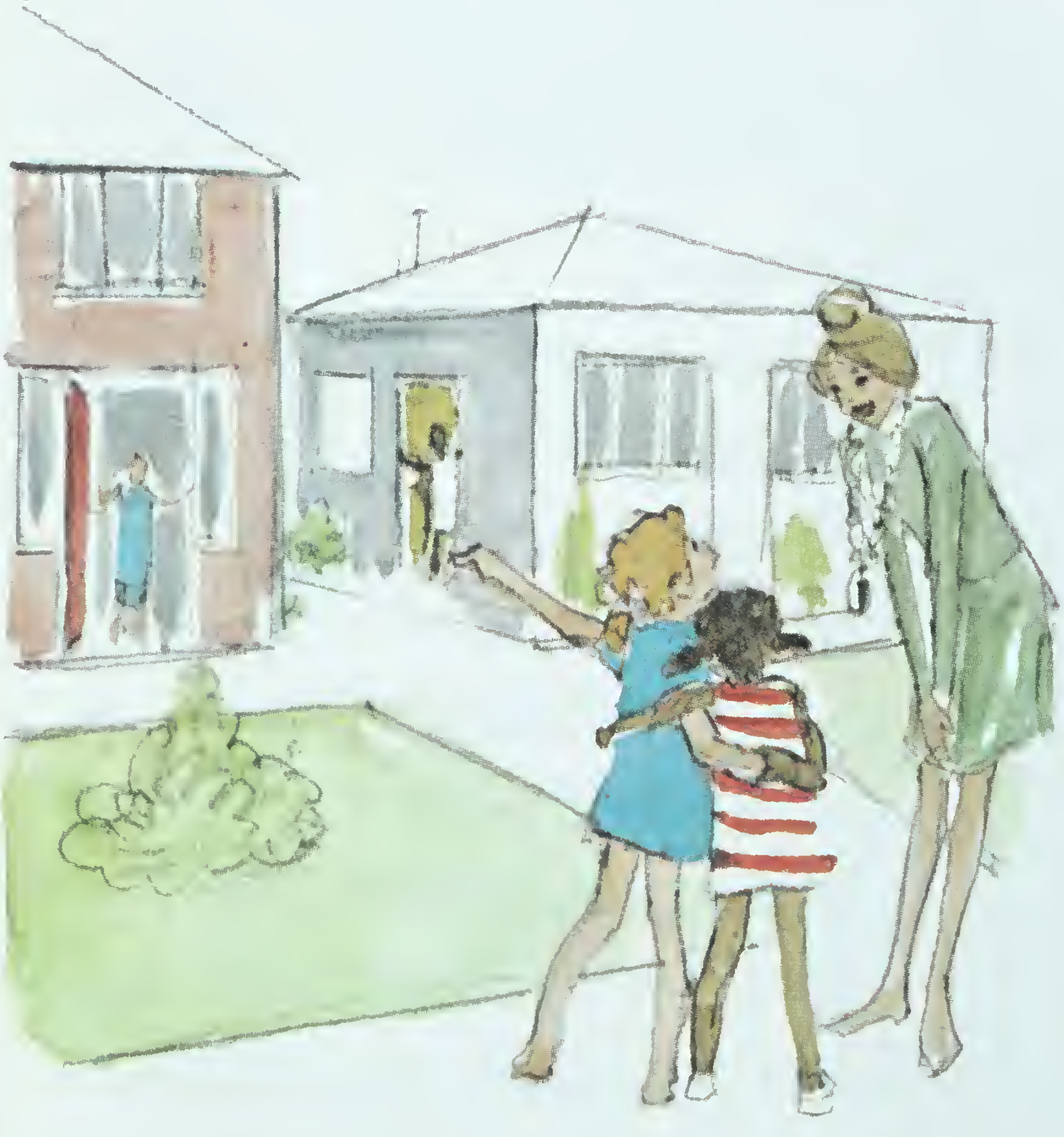
Is your community “on the grow”?
What industries are there?
What jobs do the industries provide?
What services are provided?
Where can you go to enjoy your spare time?
What changes are taking place?
Is a new road or a new airport being built?
Are there new buildings being built?
Do you know of any changes planned for the future?

Discover the answers to as many of these questions as you can. Share what you learn with your classmates.

What Would You Say?

1. An old church is going to be torn down. In its place there will be a 30-storey apartment building. You are the developer talking to the church members.

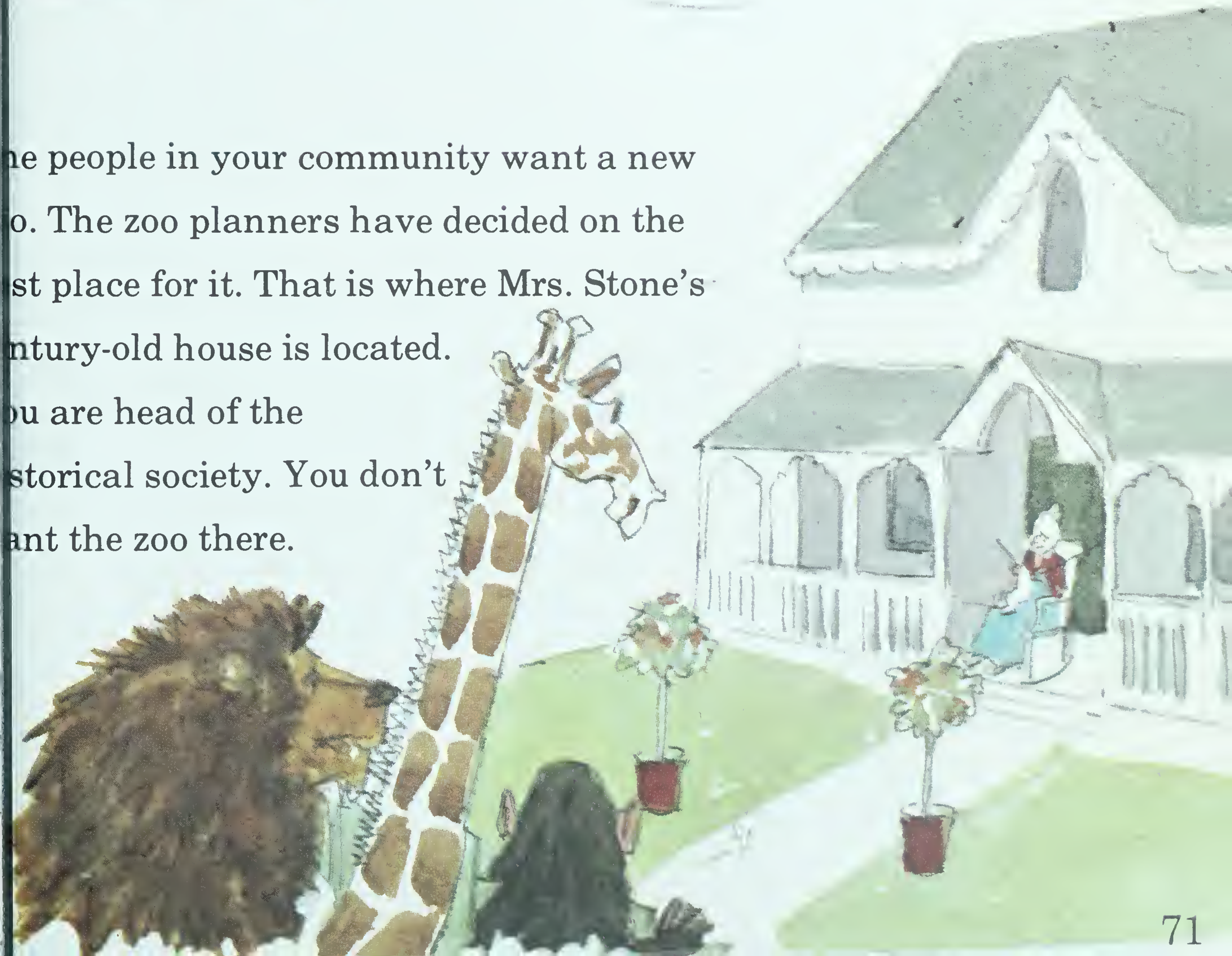




2. Your parents have ju
brought home the ne
that the family hom
going to be torn dow
make way for an
expressway. You are
talking to the mayor
giving your reasons
wanting to keep your
home.

3. The marshy area near your home is to be filled in. In its place will be a park. This project will cost a great deal of money. You want the park, but you must persuade the people in your community to give money.

e people in your community want a new
o. The zoo planners have decided on the
st place for it. That is where Mrs. Stone's
ntury-old house is located.
u are head of the
storical society. You don't
ant the zoo there.



MAR 2 7

FC 57 N27215 1975
NATHANSON DONNA HOPPER 1940-
CANADA CLOSE-UP

39339885 CURR

For Library
Use Only
000005727086

RECOMMENDED FOR USE
IN ALBERTA SCHOOLS

FC 57 N27215 1975
Nathanson, Donna Hopper, 1940-.
Canada close-up :

0244932H CURR

FOR LIBRARY USE ONLY

CURRICULUM
EDUCATION LIBRARY

S social and
e environ
S studies

McGraw-Hi
Ryerson

77596